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ABSTRACT

This National Profile has been prepared as the United States' participation in Phase I of the International Association for the Evaluation of Educational Achievement's international study of language learning on the secondary level. It presents a complete outline of the state of foreign language learning in the United States from grades 1-12 for some college information, based on an international questionnaire distributed by the International Association for the Evaluation of Educational Achievement on education at the secondary level. Details are provided on demographic, socio-economic, and educational information; socio-linguistic context; language policy; language curriculum and assessment; and language teaching and professional support. The structure of the U.S. educational system from pre-school to grade 12 is outlined, and an English-as-a-Second-Language (ESL) addendum responds to questions about the general state of ESL teaching in the United States. Information is listed by foreign language for number of students, teachers, hours taught, trade contacts, and textbooks used and their contents. (Contains numerous references.) (Author/NAV)

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International Association for the Evaluation of
Educational Achievement
Language Education Study

National Profile
United States

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International Association for the Evaluation of Educational Achievement

Language Education Study

National Profile

United States

Submitted to the National Foundation for Educational Research in England and Wales for incorporation into the IEA/LES Database
September, 1995

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Introduction

This National Profile has been prepared by the Center for Applied Linguistics as the United States' participation in Phase I of the International Association for the Evaluation of Educational Achievement's international study of language learning on the secondary level. The information contained in the Profile will be included in a database of parallel information from some thirty-one countries. From that database, which is housed at the National Foundation for Educational Research in England and Wales, summaries, articles and longer descriptive works will be developed.

The Center for Applied Linguistics is grateful to the following organizations for supporting the research reported in this National Profile:

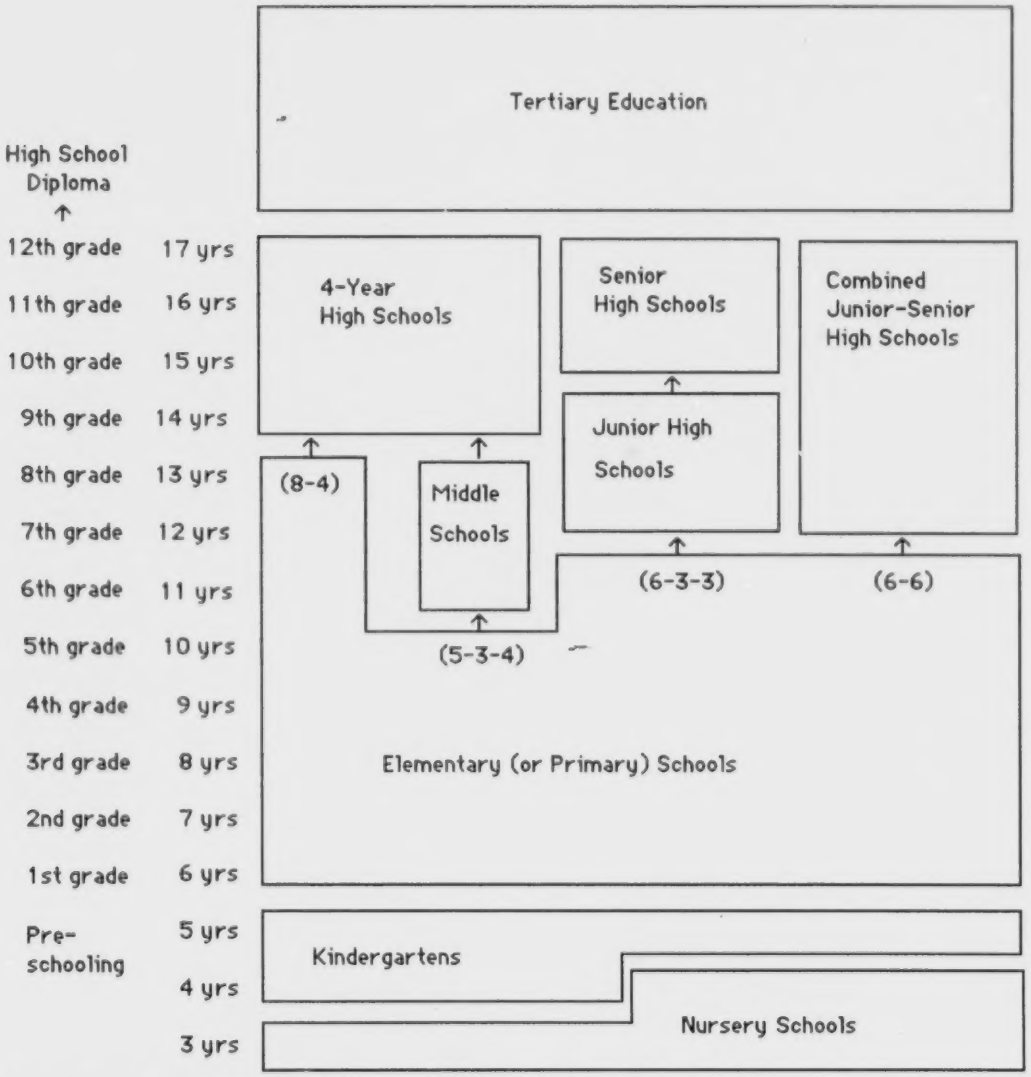
The Spencer Foundation
The American Council on the Teaching of Foreign Languages
The American Association of Teachers of German
The American Association of Teachers of Spanish and Portuguese
Teachers of English to Speakers of Other Languages
Council of Chief State School Officers

The data presented, the statements made, and the views expressed are solely the responsibility of the authors and the cited sources. Because the diversity of sources and the lack of centrally-collected data on language study in schools, there are inconsistencies among some of the figures given.

National Profiles Enquiry Form: Supplement[1]

This supplement seeks information about the provision for language learning in schools....Answers should be given separately for each language and accompanied by a diagram, illustrating the organisation of your school system.

The Structure of the U.S. Educational System



Criteria for answering the questions

[1]This document consists of text from the National Profiles Enquiry Form: Supplement, to which all participating countries are to respond, with CAL's responses interspersed. All section headings and questions, as well as the format and text of tables, the text of questions, directions, etc., are taken directly from that Enquiry Form, and are in italics. CAL's responses are in plain type.

- *Questions should be answered for each language taught as a subject within the education system to a minimum of 5 per cent of the students at a specific grade level. If you want to provide data on languages taught to a smaller percentage, please give reasons for their inclusion.*

- *Estimates should refer to students in mainstream schools only. Students in special schools are to be excluded.*

- *Provide the most recent data available; specify the school year to which they refer, and indicate the source of the information.*

Instruction in and through language

In answering questions 1 and 2 below please complete the table for each language, distinguishing languages taught as a subject (question 1) and those taught as the medium of instruction (question 2), giving:

- *the grade level, specified according to your school system*
- *the modal age of students when they are enrolled in each grade*
- *the number of students enrolled in the grade*
- *the number of students learning the language*
- *the percentage of students learning the language*
- *the modal number of minutes per week spent in lessons in the language, as a subject*
- *the maximum number of minutes students receive instruction in the language, as a subject*
- *the minimum number of minutes students receive instruction in the language, as a subject*

1. *How many students receive instruction in language X, **taught as a subject** in school, and how much time is allocated?*

Table S.1 Languages taught as a subject

Country: **United States**
Education system as a whole X
Subsystem of education (please specify) _____
Language taught as subject: **SPANISH**

Row No.	Grade level	Modal age	No. students enrolled	% students taught lg.	Modal no. minutes	Max no. minutes	Min. no. minutes
15	NAp*	NAp	NAp	NAp	NAp	NAp	NAp
14	NAp	NAp	NAp	NAp	NAp	NAp	NAp
13	NAp	NAp	NAp	NAp	NAp	NAp	NAp
12	12th	17	2,432,000	25%†	213	223	200
11	11th	16	2,656,000		213	223	200
10	10th	15	3,028,000		213	223	200
9	9th	14	3,352,000		213	223	200
8	8th	13	3,128,000	17%†	213	223	200
7	7th	12	3,299,000		213	223	200
6	6th	11	3,303,000	4.5%†	175	275	75
5	5th	10	3,326,000		175	275	75
4	4th	9	3,342,000		175	275	75
3	3rd	8	3,362,000		175	275	75
2	2nd	7	3,431,000		175	275	75
1	1st	6	3,542,000		175	275	75

* NAp = not applicable
† Please see Notes for an explanation of the percentages given.

1. *How many students receive instruction in language X, **taught as a subject** in school, and how much time is allocated?*

Table S.1 Languages taught as a subject

Country: **United States**
Education system as a whole X
Subsystem of education (please specify) _____
Language taught as subject: **FRENCH**

Row No.	Grade level	Modal age	No. students enrolled	% students taught lg.	Modal no. minutes	Max no. minutes	Min. no. minutes
15	NAp*	NAp	NAp	NAp	NAp	NAp	NAp
14	NAp	NAp	NAp	NAp	NAp	NAp	NAp
13	NAp	NAp	NAp	NAp	NAp	NAp	NAp
12	12th	17	2,432,000		213	223	200
11	11th	16	2,656,000		213	223	200
10	10th	15	3,028,000	10.5%†	213	223	200
9	9th	14	3,352,000		213	223	200
8	8th	13	3,128,000	5.9%†	213	223	200
7	7th	12	3,299,000		213	223	200
6	6th	11	3,303,000		175	275	75
5	5th	10	3,326,000		175	275	75
4	4th	9	3,342,000	1.55%†	175	275	75
3	3rd	8	3,362,000		175	275	75
2	2nd	7	3,431,000		175	275	75
1	1st	6	3,542,000		175	275	75

* NAp = not applicable
† Please see Notes for an explanation of the percentages given.

1. *How many students receive instruction in language X, **taught as a subject** in school, and how much time is allocated?*

Table S.1 Languages taught as a subject

Country: **United States**
Education system as a whole__X__
Subsystem of education (please specify) _____
Language taught as subject: **GERMAN**

Row No.	Grade level	Modal age	No. students enrolled	% students taught lg.	Modal no. minutes	Max no. minutes	Min. no. minutes
15	NAp*	NAp	NAp	NAp	NAp	NAp	NAp
14	NAp	NAp	NAp	NAp	NAp	NAp	NAp
13	NAp	NAp	NAp	NAp	NAp	NAp	NAp
12	12th	17	2,432,000		213	223	200
11	11th	16	2,656,000		213	223	200
10	10th	15	3,028,000	3.3%†	213	223	200
9	9th	14	3,352,000		213	223	200
8	8th	13	3,128,000	1.2%†	213	223	200
7	7th	12	3,299,000		213	223	200
6	6th	11	3,303,000		175	275	75
5	5th	10	3,326,000		175	275	75
4	4th	9	3,342,000	.19%†	175	275	75
3	3rd	8	3,362,000		175	275	75
2	2nd	7	3,431,000		175	275	75
1	1st	6	3,542,000		175	275	75

* NAp = not applicable
† Please see Notes for an explanation of the percentages given.

1. *How many students receive instruction in language X, **taught as a subject** in school, and how much time is allocated?*

Table S.1 Languages taught as a subject

Country: **United States**
Education system as a whole__X__
Subsystem of education (please specify) _____
Language taught as subject: **JAPANESE**

Row No.	Grade level	Modal age	No. students enrolled	% students taught lg.	Modal no. minutes	Max no. minutes	Min. no. minutes
15	NAp*	NAp	NAp	NAp	NAp	NAp	NAp
14	NAp	NAp	NAp	NAp	NAp	NAp	NAp
13	NAp	NAp	NAp	NAp	NAp	NAp	NAp
12	12th	17	2,432,000	.38%†	213	223	200
11	11th	16	2,656,000		213	223	200
10	10th	15	3,028,000		213	223	200
9	9th	14	3,352,000		213	223	200
8	8th	13	3,128,000	.29%†	213	223	200
7	7th	12	3,299,000		213	223	200
6	6th	11	3,303,000	.23%†	175	275	75
5	5th	10	3,326,000		175	275	75
4	4th	9	3,342,000		175	275	75
3	3rd	8	3,362,000		175	275	75
2	2nd	7	3,431,000		175	275	75
1	1st	6	3,542,000		175	275	75

* NAp = not applicable
† Please see Notes for an explanation of the percentages given.

2. *How many students receive instruction in language X, **taught as the medium of instruction,** in school, and how much time is allocated?*

Table S.2 Languages taught as medium of instruction

Country: **United States**
Education system as a whole__X__
Subsystem of education (please specify)_____
Language as medium of instruction: **SPANISH**

Row No.	Grade level	Modal age	No. students enrolled	% students taught in lg.	Modal no. minutes	Max no. minutes	Min. no. minutes
15	NAp*	NAp	NAp	NAp	NAp	NAp	NAp
14	NAp	NAp	NAp	NAp	NAp	NAp	NAp
13	NAp	NAp	NAp	NAp	NAp	NAp	NAp
12	12th	17	2,432,000		487	500	475
11	11th	16	2,656,000	.003%†	487	500	475
10	10th	15	3,028,000		487	500	475
9	9th	14	3,352,000		487	500	475
8	8th	13	3,128,000	.0065%†	487	500	475
7	7th	12	3,299,000		487	500	475
6	6th	11	3,303,000		1398	1690	805
5	5th	10	3,326,000		1398	1690	805
4	4th	9	3,342,000	.065%†	1398	1690	805
3	3rd	8	3,362,000		1398	1690	805
2	2nd	7	3,431,000		1398	1690	805
1	1st	6	3,542,000		1398	1690	805

* NAp = not applicable
† Please see Notes for an explanation of the percentages given.

2. *How many students receive instruction in language X, **taught as the medium of instruction,** in school, and how much time is allocated?*

Table S.2 Languages taught as medium of instruction

Country: **United States**
Education system as a whole X
Subsystem of education (please specify)_____
Language as medium of instruction: **FRENCH**

Row No.	Grade level	Modal age	No. students enrolled	% students taught in lg.	Modal no. minutes	Max no. minutes	Min. no. minutes
15	NAp*	NAp	NAp	NAp	NAp	NAp	NAp
14	NAp	NAp	NAp	NAp	NAp	NAp	NAp
13	NAp	NAp	NAp	NAp	NAp	NAp	NAp
12	12th	17	2,432,000		487	500	475
11	11th	16	2,656,000	.002%†	487	500	475
10	10th	15	3,028,000		487	500	475
9	9th	14	3,352,000		487	500	475
8	8th	13	3,128,000	.005%†	487	500	475
7	7th	12	3,299,000		487	500	475
6	6th	11	3,303,000		1398	1690	805
5	5th	10	3,326,000		1398	1690	805
4	4th	9	3,342,000	.029%†	1398	1690	805
3	3rd	8	3,362,000		1398	1690	805
2	2nd	7	3,431,000		1398	1690	805
1	1st	6	3,542,000		1398	1690	805

* NAp = not applicable
† Please see Notes for an explanation of the percentages given.

2. *How many students receive instruction in language X, **taught as the medium of instruction,** in school, and how much time is allocated?*

Table S.2 Languages taught as medium of instruction

Country: **United States**
Education system as a whole__X__
Subsystem of education (please specify)_____
Language as medium of instruction: **GERMAN**

Row No.	Grade level	Modal age	No. students enrolled	% students taught in lg.	Modal no. minutes	Max no. minutes	Min. no. minutes
15	NAp*	NAp	NAp	NAp	NAp	NAp	NAp
14	NAp	NAp	NAp	NAp	NAp	NAp	NAp
13	NAp	NAp	NAp	NAp	NAp	NAp	NAp
12	12th	17	2,432,000		487	500	475
11	11th	16	2,656,000	.00054%†	487	500	475
10	10th	15	3,028,000		487	500	475
9	9th	14	3,352,000		487	500	475
8	8th	13	3,128,000	.004%†	487	500	475
7	7th	12	3,299,000		487	500	475
6	6th	11	3,303,000		1398	1690	805
5	5th	10	3,326,000		1398	1690	805
4	4th	9	3,342,000	.0095%†	1398	1690	805
3	3rd	8	3,362,000		1398	1690	805
2	2nd	7	3,431,000		1398	1690	805
1	1st	6	3,542,000		1398	1690	805

* NAp = not applicable
† Please see Notes for an explanation of the percentages given.

2. *How many students receive instruction in language X, **taught as the medium of instruction,** in school, and how much time is allocated?*

Table S.2 Languages taught as medium of instruction

Country: **United States**
Education system as a whole__X__
Subsystem of education (please specify)_____
Language as medium of instruction: **JAPANESE**

Row No.	Grade level	Modal age	No. students enrolled	% students taught in lg.	Modal no. minutes	Max no. minutes	Min. no. minutes
15	NAp*	NAp	NAp	NAp	NAp	NAp	NAp
14	NAp	NAp	NAp	NAp	NAp	NAp	NAp
13	NAp	NAp	NAp	NAp	NAp	NAp	NAp
12	12th	17	2,432,000		487	500	475
11	11th	16	2,656,000	0%†	487	500	475
10	10th	15	3,028,000		487	500	475
9	9th	14	3,352,000		487	500	475
8	8th	13	3,128,000	0%†	487	500	475
7	7th	12	3,299,000		487	500	475
6	6th	11	3,303,000		1398	1690	805
5	5th	10	3,326,000		1398	1690	805
4	4th	9	3,342,000	.005%†	1398	1690	805
3	3rd	8	3,362,000		1398	1690	805
2	2nd	7	3,431,000		1398	1690	805
1	1st	6	3,542,000		1398	1690	805

* NAp = not applicable
† Please see Notes for an explanation of the percentages given.

3. *In order to calculate the relative amount of time students receive instruction in the language, please complete the table below, giving the following information as it applies to the WHOLE population:*

- *the grade level, specified according to your school system*
- *the modal number of minutes per week students spend receiving instruction in ALL SCHOOL SUBJECTS*
- *the length of the school year in number of weeks*

Table S.3 Time allocated to all school subjects

Country: **United States**
Education system as a whole__X__
Subsystem of education (please specify)_____

Row No.	Grade level	Modal number of minutes	School year in weeks
15	NAp*	NAp	NAp
14	NAp	NAp	NAp
13	NAp	NAp	NAp
12	12th	1690	35.6
11	11th	1690	35.6
10	10th	1690	35.6
9	9th	1690	35.6
8	8th	1690	35.6
7	7th	1690	35.6
6	6th	1600	35.6
5	5th	1600	35.6
4	4th	1600	35.6
3	3rd	1600	35.6
2	2nd	1600	35.6
1	1st	1600	35.6

* NAp = not applicable

Notes

1. As can be seen from the diagram, the United States' primary/secondary schooling system is a twelve-year system. Elementary education comprises the first six years (Grades 1 through 6, commonly called first grade, second grade, etc.) Most children attend Kindergarten at age five, usually a half-day program which varies widely from school to school but the primary purpose of which is to prepare for the first grade.

The middle years of schooling are broken down differently from school to school, also as indicated in the diagram. For the purposes of these reports, we are considering middle school to include the seventh and eighth grades, and secondary school (often called high school), to include the ninth through twelfth grades. The high school years are often called:

Ninth grade: freshman year
Tenth grade: sophomore year
Eleventh grade: junior year
Twelfth grade: senior year

and students on those levels are often called freshmen, sophomores, juniors and seniors, respectively.

2. In the United States, responsibility for education is in the hands of the fifty states; each state is free to set up curricula and programs independently, and is not answerable to the national Department of Education except as required to receive federal funds. Record-keeping is therefore in the hands of the individual states, and is, to say the least, inconsistent from state to state. Many states simply do not keep records on enrollment in foreign language classes; of the fifty states we attempted to collect figures from, six reported that such statistics were simply not kept in the state, and thirteen did not respond at all. Of those states that did respond, many keep statistics on high school enrollments only. Some of the states that keep records tend to be those with high numbers of Limited-English-Proficient (LEP, i.e., children whose English proficiency is not sufficient to allow them to perform successfully in English-medium classrooms) children, for example California or New York, or those with a historical interest in languages besides English, e.g., Louisiana with its community of Cajun French speakers.

All the statistical surveys of foreign language enrollment are based on actual figures from those states that can supply such figures, and from those figures numbers for the entire country are extrapolated, and are more or less representative of the national picture depending on the balance of states with actual figures. As we mentioned above, national estimates tend to be high, because it is usually the states with high language enrollments that keep data.

The figures given in the tables in this Supplement reflect public school enrollment only; statistics on the percentage of students studying specific languages in private schools are not available, according to the National Association of Independent Schools. In general, private school students tend to have a higher involvement in foreign languages.

3. The percentages in the S.1 tables (those showing enrollments in language classes) are estimates only. Figures for eighteen states were taken from an informal survey of enrollments for the 1992-3 school year by the American Association of Teachers of German. Figures for an additional twelve states were gathered through a phone survey by the Center for Applied Linguistics conducted the summer of 1995.

Individual states universally break figures into high school, middle school and elementary school enrollments only, without differentiating among the grades. We have no way of estimating enrollments per grade, and so have not broken the percentages down further.

The percentages in the S.1 tables were arrived at by adding the actual figures from each state, dividing by the number of states for which figures exist, and then multiplying the resultant average-per-state by 50, the total number of states. Obviously, the percentages are more or less reliable depending on the number of states with actual figures. The number of

states reporting figures for high school enrollments is between twenty-seven and thirty-one[2] ; the number reporting figures for middle and elementary school enrollments is between ten and nineteen[3].

The percentage for elementary school enrollment in Japanese classes is wildly skewed by the fact that Hawaii is one of the states that keeps records, and Hawaii has a large Japanese-American population.

4. We have chosen to report on Spanish, French, German, and Japanese. Enrollment in Spanish and French language classes is above the 5% figure requested by IEA. While enrollments in German and Japanese are below 5%, we have chosen to report on these languages because of the great interest in the IEA/LES study shown by the American Association of Teachers of German, and because the number of Japanese classes and students has risen remarkably in the last five years.

We have also chosen to report on English language classes, and included the relevant tables in the special ESL report included with the Profile. English language classes are of course not on a par with Spanish, French, German and Japanese language classes by virtue of the fact that the U.S. is an English-speaking country, and English is the medium of instruction throughout the country. English classes for children who do not speak it natively are called English-as-a-Second-Language, or ESL, classes. In areas where the numbers of students speaking a given language are sufficiently high, there are frequently programs called bilingual education programs, in which the children (the vast majority of bilingual education programs are in elementary schools) are taught basic skills in their native language while learning English. The most frequent other language of bilingual education programs is Spanish. The enrollment figures for Spanish language classes do NOT include students in bilingual education programs, as these students speak Spanish natively.

5. The overall enrollment figures are for 1993, chosen because most of the figures for language class enrollment are for the 1993-4 school year. The Japanese language class figures are for 1994, however.

6. The figures in the S.2 tables reflect enrollment in immersion programs, which are U.S. programs in which a foreign language is used as the medium of instruction. Immersion programs are either total immersion, defined as programs in which the majority of the day's instruction is conducted in the target language, or partial immersion programs, defined as those in which half of the school day is conducted in the target language. Immersion programs are distinct from bilingual education programs in that the target language is something other than English. Immersion programs are relatively new in the country (the first such programs were established in 1971), and are the subject of much interest and debate.

Many immersion programs are two-way programs, in which the student group includes native speakers of the target language.

7. The U.S. school system is remarkably consistent from state to state, school to school, with regard to scheduling, especially on the middle and high school levels where class periods all tend to be the same length, with only about a 5% variation in length. On the elementary level, many schools are now experimenting with team teaching and block scheduling approaches, so that,

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[2]Alaska, Arkansas, California, Connecticut, Delaware, Georgia, Hawaii, Indiana, Iowa, Kentucky, Louisiana, Maine, Maryland, Minnesota, Missouri, Nebraska, Nevada, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Tennessee, Texas, Utah, Vermont, Virginia, Washington, and Wisconsin.

[3] Alaska, Delaware, Hawaii, Kentucky, Louisiana, Maine, Maryland, Minnesota, Missouri, Nevada, New York, North Carolina, Ohio, Texas, Vermont, Virginia, Washington, and Wisconsin.

especially in the early grades, language might be taught for a fifteen-minute period but then combined with other activities. We have reflected this kind of flexible scheduling in the estimation of maximum and minimum number of minutes for first through sixth grades.

Bibliography - Supplement

American Association of Teachers of German, informal survey of state foreign language coordinators and German teachers and administrators, who responded with statewide figures for enrollment in all foreign languages. (For the enrollment figures for Spanish, French and German language classes)

The Japan Foundation Language Center. 'Japanese Language Learning in the United States: September 1994-January 1995 Survey.' *The Breeze*, No. 10 (April, 1995). (For the enrollment figures for Japanese language classes)

National Center for Education Statistics. *Digest of Education Statistics, 1994.* Document No. NCES 94-115. Washington, D.C.: Office of Educational Research and Improvement, U.S. Department of Education, 1994, p. 7. (For the schematic of the U.S. primary /secondary school system)

ibid., Table 39 (pp. 50-51) and Table 386 (p. 419). (For the number of weeks in the school year)

ibid., Table 43 (p. 58). (For the total enrollment figures by grade level)

Rhodes, Nancy. *Summary: Total and Partial Immersion Language Programs in U.S. Elementary Schools, 1995.* Washington, D.C.: Center for Applied Linguistics, 1995. (For enrollment figures in programs in which the language is used as medium of instruction)

Personal communications:
Telephone survey of state foreign language coordinators conducted by CAL, summer 1995. (For the enrollment figures for Spanish, French and German language classes)
Informal telephone survey of language teachers and administrators. (For the number of minutes per week per class)

Section A: Demographic, Socio-Economic and Educational Information[1]

The information sought in this section is not specific to language education, but designed to provide a general context for the national profile.

Please give the essential statistical information requested under each of the headings listed below, along with a brief commentary to assist interpretation. This commentary should indicate the source of the information given, the data to which it applies, and the methods by which any estimates have been arrived at, if differing from those requested; it should also give an indication of any significant changes which you might expect to make to the estimates as a result of changes which have either taken place since they were calculated, or you expect to take place in the near future.

The headings are selected from among OECD indicators, defined in : Education at a Glance. OECD Indicators, Paris 1993. This, along with other sources of information referred to in the Guidelines, may provide much of the information needed for some countries, if more up-to-date figures are unavailable. Please give the most recent data available.

1. Demographic information

- *educational attainment of the population, expressed as a percentage of the population, 25 to 64 years of age, for whom the highest level of education is (i) primary, (ii) lower secondary, (iii) upper secondary, (iv) tertiary level. Give this information also by gender (M = male; F = female)*
- *the same information as requested above but given by age groups (if possible: 25-34, 35-44, 45-54, 55-64)*

Table A.1. Highest level of education

Percentage										
Level/Age	25-34		35-44		45-54		55-64		25-64	
	M	F	M	F	M	F	M	F	M	F
Primary	4.4%	5.3%	3.6%	5.1%	4.8%	7.2%	7%	11.8%	4.6%	6.7%
Lower Sec.	9.7%	7.7%	8.6%	6.5%	10.8%	8.3%	17.4%	12%	10.9%	8.2%
Upper Sec.	61.9%	64%	59.4%	63.9%	55.4%	63%	51.6%	60.9%	58%	63.2%
Tertiary	24%	23%	28.4%	24.5%	29%	21.5%	24%	15.3%	26.5%	21.9%

Source:
National Center for Education Statistics, *Digest of Education Statistics, 1994.* Washington, D.C.: U.S. Department of Education, OERI. Document No. NCES 94-115. Table 9, p. 18.

Comments:
a. Figures are for 1993.

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[1] This document consists of text from the National Profiles Enquiry Form: Supplement, to which all participating countries are to respond, with CAL's responses interspersed. All section headings and questions, as well as the format and text of tables, the text of questions, directions, etc., are taken directly from that Enquiry Form, and are in italics. CAL's responses are in plain type.

b. Total population figures are as follows:

Total population, 25-64: 131,956,000

Males 25-34:	20,856,000	Females 25-34:	21,007,000
Males 35-44:	19,098,000	Females 35-44:	19,698,000
Males 45-54:	14,132,000	Females 45-54:	14,914,000
Males 55-64:	10,727,000	Females 55-64:	11,523,000
Males 25-64:	64,813,000	Females 25-64:	67,142,000

c. The "Tertiary" group includes those with tertiary degrees and any post-tertiary education.

d. The "Lower Secondary" group includes those who have one to three years of high school. This is not a benchmark or a cutting-off point in the U.S. educational system.

e. "Upper Secondary" group includes those who have graduated from high school, and those who have some tertiary education but have not completed the full four years of tertiary education.

2. Social and economic information

- *Labor force participation as a percentage of the target population 25-64 years of age in the labor force, whose highest level of educational attainment is:*

	Percentage
Primary	3.9%
Lower secondary	7.0%
Upper secondary	61.4%
Tertiary	27.8%

Source:
National Center for Education Statistics, *Digest of Education Statistics, 1994.* Washington, D.C.: U.S. Department of Education, OERI. Document No. NCES 94-115. Table 366, p. 396.

Comments:
a. Figures are for 1993.

b. Definitions:
"Primary" includes those with eight years or less of education.
"Lower secondary" includes those with some high school but no diploma.
"Upper secondary" includes high school graduates and those with some tertiary education, but no degree.
"Tertiary" includes those with four-year degrees and those with post-graduate education.

- *Unemployment of youth and adults, expressed as a percentage of the total labor force who are without work:*

	Percentage
15-64 years of age	6.7%
15-24 years of age	14.3%

Source:
Statesman's Yearbook, 1993. New York: St. Martin's Press.

Comments:
a. Figures are for 1992.

- *The national per capita income, expressed as the GDP per capita, converted to U.S. dollars:*

National per capita income: $24,698

Source:
National Center for Education Statistics, *Digest of Education Statistics, 1994.* Washington, D.C.: U.S. Department of Education, OERI. Document No. NCES 94-115. Table 37, p. 41.

Comments:
a. Figure is for 1993.

3. Educational information: expenditure

- *Expenditure on all levels of education expressed as a percentage of GDP. Provide figures for expenditure:*

	% of GDP
from public sources	$353,800,000,000
from public and private sources	$462,700,000,000
from public sources on all levels of education, expressed as a percentage of all public expenditure	7.7%

Sources:
For GDP and percentage from public and private sources: National Center for Education Statistics, *Digest of Education Statistics, 1994.* Washington, D.C.: U.S. Department of Education, OERI. Document No. NCES 94-115. Table 31, p.35

For expenditures from public sources: National Center for Education Statistics, *Digest of Education Statistics, 1994.* Washington, D.C.: U.S. Department of Education, OERI. Document No. NCES 94-115. Table 33, p.37.

Comments:
a. Figures are for 1992. The NCES Table 31 lists the GDP for 1992 as $6,038,500,000,000.

- *The allocation of funds for (i) primary (ii) secondary (iii) tertiary level education, expressed as a percentage of the share of all public expenditure on education. Give figures also for percentage of public combined with private expenditure if available. Please give also the expenditure per student at each level, calculated by dividing total expenditure on education at each level by the number of full-time equivalent (FTE) students enrolled at each level, and convert to USD.*

Table A3. Expenditure on education

	Primary	Secondary	Tertiary
Percentage public expenditure	10.2%		3.6%
Percentage public and private	7.2%		2.9%
Expenditure per student, U.S. $	$4,923.	$6,296.	$13,649.

Sources:
National Center for Education Statistics, *Digest of Education Statistics, 1994.* Washington, D.C.: U.S. Department of Education, OERI. Document No. NCES 94-115. Table 399, p.429 and Table 32, p. 36.

Comments:
a. Figures are for 1992-3.

b. Separate figures for primary and secondary levels are not available; figures given represent expenditures for Grades 1-12, which include primary and secondary.

4. Educational information: human resources

- *The number of full-time equivalent (FTE) teaching staff, and non-teaching staff, employed in all levels of education, expressed as a percentage of the total labour force. Give percentages of teaching staff at (i) primary and secondary level, (ii) tertiary level, (iii) all levels.*

Table A4. Human resources in education

	Percentage		
	?rimary/Secondary	Tertiary	All levels
Teaching staff in labor force	2.8%	.5%	3.35%
Non-teaching staff in labor force	2.3%	1.7%	4.1%

Sources:
National Center for Education Statistics, *Digest of Education Statistics, 1994.* Washington, D.C.: U.S. Department of Education, OERI. Document No. NCES 94-115. Table 1, p.11. Table 366, p. 397, Table 219, p. 230.

Comments:
a. Figures are estimated for 1994.

b. Total figures are as follows:
Total labor force: 101,640,000
Total primary/secondary teachers: 2,900,000
Total non-teaching staff on primary/secondary level: 2,400,000
Total teaching staff on tertiary level (full- and part-time): 800,000
Total non-teaching staff on tertiary level: 1,800,000

c. The figures for tertiary faculty include full-time (calculated at 64% of the total, via Table 219, which equals 512,000 full-time faculty) and part-time.

- *The ratio of students to teachers, calculated by dividing the number of FTE students by the number of FTE teachers at each level, in:*

	Students	Teachers	Ratio
primary	36,170,000	1,769,000	20/1
secondary	13,649,000	1,122,000	12/1
tertiary	14,700,000	800,000	18.4/1

Sources:
National Center for Education Statistics, *Digest of Education Statistics, 1994.* Washington, D.C.: U.S. Department of Education, OERI. Document No. NCES 94-115. Ratios are from Table 64, p.74. Figures for FTE students and FTE teachers are from Table 2, p. 11.

Comments:
a. Figures are estimated for 1994, and include students in both public and private educational institutions.

b. The ratios derived from the FTE student and FTE teachers (figures from Table 64, which yield a ratio of 18.6 primary students per teacher, and 15 secondary students per teacher) are at odds with the ratios given directly in Table 2, and given above.

Bibliography - Section A

National Center for Education Statistics, *Digest of Education Statistics, 1994.* Document No. NCES 94-115. Washington, D.C.: U.S. Department of Education, OERI. 1994.

Statesman's Yearbook, 1993. New York: St. Martin's Press.

Section B - Socio-Linguistic Context[1]

This section aims to document certain features of the use of languages in society. Where questions ask about languages taught in the school system include only those which are taught to significant numbers of students (about five per cent nationally of those in their final year of compulsory schooling, or perhaps fewer if concentrated in significant groups).

Language and Communication Systems

1.(i). Please complete Table B1(i), listing up to 10 of the languages most widely spoken in your country. Enter the languages in rank-order, from the most to the least commonly ***used in society.***

To complete the table please provide the following information in respect of each language listed:

- *the number of people speaking the language (first language and bilingual speakers)*
- *the number of TV channels and radio networks which broadcast the majority of their programs in the language, and which are accessible to at least 10% of the population. You may include those which are accessible to less than 10 per cent of the population if you consider them significant. Distinguish national broadcasting (N) from international (I) (received by cable or satellite, or from neighbouring countries).*
- *the total number of viewers for the TV channels identified, and the total number of listeners for the radio networks (totals to be calculated by tallying viewing and listening figures, and national and international totals to be distinguished).*
- *the number of newspapers published in the language. Include all daily and weekly newspapers and those in magazine format, if devoted to general news and leisure matters, but not those aimed at a specialist readership. Distinguish national (published in your country) and international (published abroad).*
- *the total number of readers for the newspapers identified (totals to be calculated by tallying circulation figures, and national and international totals to be distinguished).*

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[1] This document consists of text from the National Profiles Enquiry Form, to which all participating countries are to respond, with CAL's responses interspersed. All section headings and questions, as well as the format and text of tables, the text of questions, directions, etc. are taken directly from that form, and are in italics. CAL's responses are in plain type. Blank spaces in tables indicate that the requested information was not obtainable.

Table B.1(i) Languages spoken in society and used in the media

Languages	Speakers		TV		Radio		Newspapers	
			Ch.	Vwrs	Stations	Listeners	Titles	Readers
1. Spanish	//////////////	N	43		373/479		36	1,041,000
	17,339,000	I	18					
2. French	//////////////	N			2/69		2	55,000
	1,702,000	I						
3. German	//////////////	N			1/103		10	125,000
	1,547,000	I						
4. Italian	//////////////	N			1/82		5	70,400
	1,309,000	I						
5. Chinese	//////////////	N			0/12		2	230,000
	1,249,000	I						
6. Tagalog	//////////////	N			1/15		0	0
	843,000	I						
7. Polish	//////////////	N			3/185		8	111,800
	723,000	I						
8. Korean	//////////////	N			5/5		1	3,000
	626,000	I						
9. V'namese	//////////////	N			0/9		0	0
	507,000	I						
10. Japanese	//////////////	N			2/11		1	23,000
	428,000	I						

Sources:

For Spanish TV figures: Broadcasting Publications. *Broadcasting and Cable Yearbook, 1994.* Washington, D.C.: Broadcasting Publications, Inc., 1994.

For number of speakers: U.S. Department of Commerce, Bureau of the Census. *Statistical Abstract for the United States, 1994.* Washington, D.C.: Government Printing Office, 1994.

For radio figures: Broadcasting Publications. *Broadcasting and Cable Yearbook, 1994.* Washington, D.C.: Broadcasting Publications, Inc., 1994.

For newspaper figures: National Register Publishing. *Working Press of the Nation, 1995. Vol. 1: Newspaper Directory.* New Providence, NJ: National Register Publishing, 1995.

Comments:

a. Population figures are from 1990. Other figures are from 1993.

b. Commercial television stations are privately owned in the United States, and are supported through sale of advertising. Any television or radio station can affiliate itself with one or another of the national networks, which provide programming; affiliated stations usually broadcast a combination of local and network programs. The major commercial TV networks in the U.S. are CBS, NBC, ABC and Fox; they all broadcast entirely in English. Local stations will broadcast in a language other than English if their viewing area includes enough speakers of the language to make such broadcasting commercially viable, or as a public service. According to the editorial offices of *Working Press of the Nation*, national figures on number of viewers of foreign-language broadcasting are unavailable.

Besides the commercial television stations, there are public or educational television stations supported by government and private grants and viewer donations. These stations can also affiliate themselves with national networks, the most major of which is the Corporation for Public Broadcasting. These stations are the ones most likely to carry language teaching programs. They also, depending on area, might broadcast occasional programs in languages other than English.

See Comment b, Table B.2, for a description of cable television.

c. Radio stations in the United States are, like television stations, privately owned, and are supported by sale of advertising, in the case of commercial stations, or by government and private grants and viewer contributions, in the case of public or educational stations. Radio stations can affiliate with a variety of networks or services, which provide programming.

Two figures are given for the number of radio stations for each language. The first of the figures represents stations that broadcast entirely in the language; the second represents stations which broadcast in the language part of the time.

d. There are three newspapers (privately owned) with national distribution (*The New York Times, The Wall Street Journal,* and *USA Today*), all three of which are entirely in English. *The Los Angeles Times* and *Washington Post*, also entirely in English, have national editions.

e. The figures for newspaper titles represent those newspapers that publish entirely in the language.

(ii) Please complete Table B.1(ii) with respect to English, French, German and Spanish, and up to two other languages ***taught in your country's schools.*** *Enter the same categories of information as in question 1(i) but only for languages not included in Table B.1(i)*

Table B.1 (ii) Languages taught in school and used in the media

All information for the relevant languages (Spanish, French, German and Japanese) is given in Table B.1 (i).

2. For each of the languages listed, and up to two others for which numbers may be significant, please calculate the potential number of hours of TV broadcasting there are in a day, by averaging the daily figures for the week beginning 5 March 1995. Include all language teaching, other educational, and entertainment programmes in which the language is spoken. Provide either a single figure, or, if there are notable regional differences within your country, a range from lowest to highest. Enter figures separately for national (N) and international (I) broadcasts. Please indicate also the distribution of language teaching, other educational and entertainment programmes, as a proportion of the total.

Table B.2 Languages on TV: hours of broadcasting

		Number hours	Percent Teaching	Percent Other Ed.	Percent Entertainment
English	N	24	Not available	Not available	Not available
French	N	0 - .5	Not available	Not available	Not available
German	N	0 - 1	Not available	Not available	Not available
Spanish	N	0 - 24	Not available	Not available	Not available
Japanese	N	0 - 5	Not available	Not available	Not available

Sources:

For figures on hours of broadcasting: *TV and Cable Factbook, 1994. Vol. 1: TV Stations. Vol. 2: Services. Vol 3: Cable.* Washington, D.C.: Warren Publishing Company.

For foreign language cable networks: *Working Press of the Nation, 1995. Vol. 3: TV and Radio Directory.* New Providence, NJ: National Register Publishing, 1994.

Comments:

a. The figures given above are taken from lists of all the U.S. commercial stations and public/educational stations that broadcast in foreign languages. There are only 99 stations listed, out of a total of about 2000 TV commercial and public/educational stations.

In general, English broadcasting is available on multiple channels 24 hours per day. In local areas, there are occasional programs in one or the other of the languages spoken in the community. Most of the broadcasting in French, for example, is in Louisiana where there is a French-speaking community; most of the broadcasting in Spanish is in California, New York, the southwest and Florida, where there are large Spanish-speaking communities.

b. In addition to commercial and public/educational stations, which are available to anyone whose television set is equipped to receive the relevant signals, there are "cable" services which are rapidly expanding. These cable services (which incidentally provide excellent reception, and are therefore most attractive in areas like New York City where normal reception is bad) are available to households for an installation fee and then a fee per month, and include a number of channels with highly specific programming. The availability of cable channels is determined by local cable companies, and is based on the commercial viability, in terms of number of subscribers, of each channel. As of January 1, 1994, there were 11,160 local cable systems in the United States.

It appears that TV broadcasting in languages other than English is being more and more restricted to cable services. There is, for example, almost no Spanish-language television available to viewers in the Washington D.C. area except through cable services, which make available up to three Spanish-language channels.

The following cable networks provide foreign-language programming:

Spanish:

GEMS (programming for women)
Gala Vision (general programming)
Univision (general programming)
SUR (programming from 18 Latin American countries)

Japanese:
TV Japan (programming from Tokyo)
Multiple:
Employment Channel (job listings available in Spanish, Japanese, Korean, Russian)
International Channel (news broadcasts in a variety of languages)
SCOLA (channel available to schools, rebroadcasts news from forty countries, also available in French and German)

Trade

3. *Please list up to ten countries (or country groups if identifiable by a common language system), rank-ordered by total trade, with which your country has the most significant trade in goods and services. Using the latest figures available (note year and source) indicate for each country listed, or language system specified:*
   - *the volume of trade as a percentage of GNP*
   - *the percentage of total trade*
   - *the language (Language 1) estimated to be the most commonly used in business transactions, written (W) and spoken (S)*
   - *the language (Language 2) estimated to be the next most commonly used, written (W) and spoken (S)*

Table B.3 Contacts through trade

Country/ Language System	Per cent GNP	Per cent total trade	Language 1	Language 2
1. Canada	2.96%	19.3%	W English	W French
			S English	S French
2. Japan	2.27%	14.8%	W English	W Japanese
			S English	S Japanese
3. Mexico	1.19%	7.7%	W English	W Spanish
			S English	S Spanish
4. Germany	.78%	5.1%	W English	W German
			S English	S German
5. United Kingdom	.67%	4.4%	W English	-
			S English	-
6. Taiwan	.62%	4%	W English	W Chinese
			S English	S Chinese
7. P. R. of China	.52%	3.3%	W English	W Chinese
			S English	S Chinese
8. France	.46%	3%	W English	W French
			S English	S French
9. Italy	.33%	2.1%	W English	W Italian
			S English	S Italian
10. Korea	.26%	1.7%	W English	W Korean
			S English	S Korean

Sources:
Europa World Year Book, 1994. Vols. 1 and 2. London: Europa Publications Ltd., 1994., p. 3171. (For figures on total trade, and on imports/exports per country)

Comments:
a. Figures are for 1992.

b. The combined import/export figure for each country was divided by the total trade figure ($980,000,000,000) to arrive at the percentages. Import and export figures for each country are as follows:

Country	Imports	Exports
1. Canada	$98,497,000,000	$90,562,000,000
2. Japan	$97,181,000,000	$47,764,000,000
3. Mexico	$35,189,000,000	$40,598,000,000
4. Germany	$28,829,000,000	$21,236,000,000
5. United Kingdom	$20,152,000,000	$22,808,000,000
6. Taiwan	$24,601,000,000	$15,205,000,000
7. P.R. of China	$25,709,000,000	$ 7,470,000,000
8. France	$14,811,000,000	$14,575,000,000
9. Italy	$12,300,000,000	$ 8,698,000,000
10. Korea	$16,691,000,000	-

c. The estimates as to language use are based on in-house analysis. The vast majority of American businesses are monolingual in English, and English is very probably the most-used language of business after the native language in the countries involved. In the countries listed, there is no need for linguae francae or any other than the native languages, so one concludes that if English is not used for trade with Americans, then the native language must be.

Tourism

4. *The criteria for gathering statistics on tourism may vary to some extent. In order to help interpretation of the figures you supply, please indicate in the space provided below for comment: the source of the information; what contributes to overall figures (agency returns, hotel records); the kinds of visits which are included; the minimum length of stay of those which are covered, and the average length of stay if available.*

(i) *Please list up to ten countries most frequently visited by tourists from your country, rank-ordered by the expenditure in each country. Using the latest figures available, (note year and source) indicate for each country listed:*

- *expenditure on tourism in USD*
- *the languages estimated to be those most commonly used for tourist transactions (order 1, 2 and 3 according to frequency of use).*

Table B.4(i) Countries visited by American tourists

Country	Expenditure - USD	Language 1	Language 2	Language 3
1. Canada	$3,507,000,000[1]	English	French	
2. Mexico	$5,229,000,000[1]	English	Spanish	
3. Un. Kingdom	$1,876,609,200	English	(English)	
4. France	$ 403,213,690	English	French	
5. Germany		English	German	
6. Italy	$ 400,499,313	English	Italian	
7. Japan		English	Japanese	
8. Spain		English	Spanish	

Sources:

U. S. Department of Commerce. *Statistical Abstract of the U.S., 1994.* Lanham, MD: Bernan Press, 1994.

Europa World Year Book, 1994. Vols. 1 and 2. London: Europa Publications Ltd., 1994.

Comments:

a. Figures are estimated for 1993. Those in the chart below are for 1993, except for those labelled [1], which are for 1992; those labelled [2], which are for 1989.

b. Figures from which the total U.S. expenditures for countries other than Mexico and Canada were calculated (- = a figure not given in the *Europa World Book* and not available elsewhere):

Country	All tourists	Total expenditure	Expenditure per tourist	No of tourists from U.S.	Total expenditures in U.S. dollars
England	18,535,000	$12,657,523,000	$682.90	2,748,000[1]	$1,876,609,200
France	43,844,000	$ 8,158,230,400	$186.07	2,167,000[2]	$ 403,213,690
Germany	14,514,100	-	-	1,743,500	-
Italy	50,088,710	$15,490,351,000	$309.25	1,294,423[1]	$ 400,499,313
Japan	-	-	-	-	-
Spain	-	-	-	783,592	-

c. Statements of language used are not based on any figures, but reflect the joint judgment of the researchers. The vast majority of Americans are English speakers, who will use English in their encounters abroad. Attempts to communicate in something other than English in the countries listed above will probably be in the language of the country.

(ii) Please list up to ten countries which provide the greatest number of tourists visiting your country, rank-ordered by the receipts from tourism in each case. Using the latest figures, indicate for each country:

- *receipts from tourism in USD*
- *the languages estimated to be those most commonly used for tourist transactions (order 1, 2 and 3 according to frequency of use).*

Table B.4(ii) Countries providing tourists to the U.S.

Country	Receipts - USD	Language 1	Language 2	Language 3
1. Canada	$17,653,140,000	English	French	
2. Mexico	$10,020,480,000	English	Spanish	
3. Japan	$ 3,613,860,000	English	Japanese	
4. United Kingdom	$ 3,058,980,000	English	(English)	
5. Germany	$ 1,863,540,000	English	German	
6. France	$ 861,900,000	English	French	

Sources: *Europa World Year Book, 1994.* Vol. 2. London: Europa Publications, Ltd., 1994. *U. N. Statistical Yearbook, 38th Issue.* New York: United Nations, 1993. (For expenditure per tourist to the U.S.)

Comments:

a. Figures are for 1993 numbers of tourists. Expenditure per tourist figure is for 1990.

b. The figures above are based on the number of tourists from the countries, multiplied by the average receipts per tourist, which is $1020/tourist, derived from the *U.N. Statistical Yearbook:*

Total tourists to the U.S. (1990): 39,772,000

Total U.S. receipts: $40,579,000,000.

U.S. receipts per tourist: $1020/tourist

c. The numbers of tourists from each country listed above are as follows (data from the *Europa World Year Book, 1994*, Vol. 2)

Canada	17,307,000	x $1020/tourist	=	$17,653,140,000
Mexico	9,824,000	x $1020/tourist	=	$10,020,480,000
Japan	3,543,000	x $1020/tourist	=	$ 3,613,860,000
United Kingdom	2,999,000	x $1020/tourist	=	$ 3,058,980,000
Germany	1,827,000	x $1020/tourist	=	$ 1,863,540,000
France	845,000	x $1020/tourist	=	$ 861,900,000

d. As in the preceding table, statements of language use are based on experience and knowledge of the U.S. We assume that tourists attempt to use English first. Tourists who speak no English are as likely to be successful in their native languages as they are in any other. In heavy tourist areas, multi-lingual guide books and audio tapes are sometimes available, usually in languages most requested by tourists, e.g., Spanish, French, Japanese and, recently, Russian.

5. Academic Life

(i) What proportion of students in tertiary/higher level education study foreign languages:

- *as a sole or major element of their course?* 1.2 per cent
- *as a subsidiary element of their course?* 10.4 per cent

Sources:
National Center for Education Statistics, *Digest of Education Statistics, 1994.* Document No. NCES 94-115.Washington, D.C.: U.S. Department of Education, OERI. (For the figure on language majors)Table 239. Total enrollment figure taken from Table 207, p. 213.

Brod, Richard and Bettina J. Huber, 'Foreign Language Enrollments in United States Institutions of Higher Education.' *ADFL Bulletin,* Vol 23, No. 3. (Spring 1992).(For the figure on subsidiary enrollments)

Comments:
a. Language major figure is based on 1991-2 data. Foreign language enrollment figure is based on 1990 figures.

(ii) Please indicate, by completing the table below, the proportion of students in tertiary/higher level education for whom:

- *second and third languages are required for admission to tertiary (non-university nd university) education (enter L2 and L3 in rows 5 and 6 if second or third languages are not specified in admission requirements)*
- *second or third languages are used as the medium of instruction (indicate for language students and others separately)*
- *second or third languages are required for independent study purposes, i.e. reading, (indicate for language students and others separately)*

Table B.5(ii) Use of languages at tertiary level

	Admission		Instruction		Study	
	Non-University	University	Languages	Other	Languages	Other
English	100%	100%	100%	100%	100%	100%
French	-	-	-	-	-	-
German	-	-	-	-	-	-
Spanish	-	-	-	-	-	-
L2	25.8%		Not Available	Not Available	Not Available	Not Available

Sources:
Brod, Richard and Monique Lapointe, 'The MLA Survey of Foreign Language Entrance and Degree Requirements, 1987-88'. *ADFL Bulletin,* Vol. 20 No. 2, (1989), 17-41. (For entrance requirement figures)

Comments:
a. Admission percentage figures are for 1987-88.

b. The differentiation between "University" and "Non-university" is somewhat artificial for the United States. A university is defined as an institute of higher education which includes a graduate program, i.e., a program for post-tertiary education, and includes both public and private institutions. Some universities have very stringent entrance requirements (including language); other universities (many of the public state universities) have open enrollment policies with no other requirement than a high school diploma.

"Non-universities" in the United States include two-year colleges and community colleges, the standards for which are somewhat lower in terms of requirements than those for four-year institutions, and also colleges, which restrict themselves to only the four years of undergraduate education. Colleges are either public or private, and often have much higher standards and requirements than universities.

c. Except for perhaps two small two-year institutions in the southwest, all tertiary education in the United States is in English. Language classes often use the language as medium of education, but such use is at the discretion of the teacher, and there are no statistics available on the extent to which the languages are used. There is a growing interest among colleges and universities in the U.S. in teaching courses outside of the language departments (in history, engineering, etc.) in a foreign language, and institutions are now experimenting with different approaches. The University of Rhode Island, for example, has an engineering program taught partly in German, and students in the program follow up with an internship in a company in Germany.

d. In some graduate (post-tertiary) programs, reading knowledge of a second (and sometimes third) language is required. The choice of language is usually left to the student, and is most likely to be French, German or Spanish.

6. If you have any other observations about the use of languages in these or other contexts outside the educational system please submit them on a separate sheet.

None.

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Section C - Language Policy[1]

Language policy and society

1. *Please give an account (suggested length: 1,200 words) of the situation in your country regarding the use of native and other languages in society and the extent to which this is influenced by language policy. The account should provide an historical perspective, explaining developments leading to the current situation and summarising the origins of policy; it should also explain changes which might take place through present or future developments, or modifications in the area of policy.*

   The account should be structured and sequenced according to the headings given below, and should be accompanied by any existing policy documents. Please use the headings to indicate how the account is organised. Similarly, if there are up-to-date, authoritative overview articles, relevant to these headings, up to three may be cited and/or submitted. All documents or articles submitted should be accompanied by a brief commentary, relating them to the written account.

   Elements of the written account:
   Language(s) in the constitution
   Languages in professional, administrative and legal contexts
   Linguistic, regional and cultural diversity
   Status and role of first languages, second languages, heritage languages and foreign languages
   Attitudes to internationalism

Language(s) in the Constitution

Federal level: There is no reference to language in either the Declaration of Independence (1776) or the United States Constitution (1789), the two foundation documents of the nation. The founders believed that language was a tool in the context of law and learning, not an ideal or a political symbol. Furthermore, many believed that laws on language would run counter to constitutional provisions guaranteeing freedom of speech. In recent years, there have been more than a dozen proposals to add amendments to the Constitution which would name English as the official language. None of these proposals, however, has had sufficient backing to bring them to a vote.

State level: Of the 50 states, five make reference in their constitutions and in amendments to their constitutions to language:

New Mexico (1912): English and Spanish are official languages
Hawaii (1978): English and Native Hawaiian are official languages
Colorado (1988), Florida (1988), and Nebraska (1920): English is the official language

In 1988 Arizona passed an amendment making English the official language, but in 1990 a federal judge invalidated it as an infringement of the rights to free speech under the first amendment of the Constitution. An additional twelve states have resolutions or statutes

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[1]This document consists of text from the National Profiles Enquiry Form, to which all participating countries are to respond, with CAL's responses interspersed. All section headings and questions, as well as the format and text of tables, the text of questions, directions, etc., are taken directly from that form, and are in italics. CAL's responses are in plain type.

declaring English the official language (Alabama, Arkansas, California, Georgia, Illinois, Indiana, Kentucky, Mississippi, North Carolina, North Dakota, South Carolina, Virginia).

As an alternative to the philosophy of Official English reflected in actions mentioned above, three states have passed resolutions in favor of English Plus, a philosophy which acknowledges the importance of English proficiency, but also advocates the preservation of other languages and cultures. Those three states are New Mexico, Oregon, and Washington.

Languages in professional, administrative and legal contexts

Historical background: In the 18th century, during the colonial and founding period the ideological climate favored diversity and acceptance of languages other than English. Because there were many French and German speakers in the colonies, the Articles of Confederation (1781), a precursor to the Constitution, were translated into French and German. Thomas Jefferson, the principal writer of the Declaration of Independence and the third president, encouraged the importation of French and Spanish language professors from abroad.

In the 19th century with the westward expansion, the U.S. added territories where French and Spanish speakers lived. Those speakers became American citizens without having to learn English. In the late 19th century a wave of immigration brought many newcomers from southern and eastern Europe and from Asia. In reaction to these newcomers, who were viewed as different from the northern and western Europeans who had been the early settlers, the "Americanization" movement arose. At first this movement stressed ways to help the immigrants learn English and assimilate into the larger society, but it increasingly took on restrictive traits, such as requiring English for citizenship, employment, voting, and education.

The situation of Native Americans is considerably different from that of settlers and immigrants sketched above. According to Michael Kraus, President, Society for the Study of the Indigenous Languages of the Americas, at the time of the settling of the continent by Europeans, there were an estimated 300 native languages in North America. Of these languages, only 155 still survive in the territorial United States. This reduction in languages was associated with 18th and 19th century federal policies which aimed at the eradication of Indian culture and language. (As an example of these policies, until recently government schools for Native Americans had an English only policy. In the 1920s students in government-sponsored boarding schools were punished for speaking in their native language.)

Since the 1960s, legislators and courts have abolished much of the discriminatory legislation and practice of the 19th century. Legislative and judicial highlights are:

1964 The Civil Rights Act which barred discrimination on basis of race, color, and national origin.

1965 The Immigration Act which repealed immigration laws favoring Europeans and excluding Asians.

1965 The Voting Rights Act which outlawed English literacy requirements for voters who had been schooled in languages other than English on U.S. soil, a protection for Puerto Ricans whose territory had been added to the U.S. in 1898.

1968 The Bilingual Education Act, Title VII of the Elementary and Secondary Education Act of 1965, which made federal funds available "to rectify language deficiency...." (defined as having limited English proficiency).

1974 U.S. Supreme Court in Lau v. Nichols which established the right of limited-English proficient students to special help in overcoming language barriers.

1975 Amendment to the Voting Rights Act which authorized use of bilingual ballots

1975 Equal Education Opportunity Act which laid out the responsibilities for limited English proficient students, on the part of the states.

1978 The federal Court Interpreters Act which stated that a non-English speaking person charged with a crime has the right to a state-supplied interpreter through the criminal proceeding.

1990 The Native American Languages Act which declared that "it is the policy of the United States to preserve, protect, and promote the rights and freedom of Native Americans to use, practice, and develop Native American languages."

Present status: Because of immigration, the population of the United States has become increasingly multicultural and pluralistic over the last 30 years. In the last 15 years or so there has been a backlash against what is seen as a negative effect of this immigration. One example of that backlash is the Official English movement which began in the 1980s and has been gaining momentum. Adherents state that English should be declared the official language of the country, an action necessary to preserve the role of a common language among the diverse immigrant and ethnic groups of the nation. Some Official English supporters also believe that measures should be taken to limit the use of language to only English--at the ballot box, in the classroom, and in the workplace. Bills to declare English the official language of the nation have been proposed from time to time on various levels in Congress, but so far none of these bills has been put up for full voting.

Linguistic, regional and cultural diversity

Since the passage of the immigration law of 1965 which repealed longstanding laws excluding Asian immigrants, immigration from non-European nations has increased. According to the 1990 Census, the population was 248.8 million, with 32 million, or 12%, speaking languages other than English in their home. The 32 million are roughly distributed as follows:

Spanish:	52%	Korean:	2%
French:	6%	Portuguese:	1%
German:	5%	Japanese:	1%
Chinese languages:	4%	Greek:	1%
Italian:	4%	Arabic:	1%
Polish:	2%	Other:	21%

Forecasts project a continued increase, especially from Asian and Pacific countries. The 2040 census is estimated at 355.5 million, with an estimated 98.7 million, or 28%, from homes which speak languages other than English.

Numbers of immigrants are reflected in the numbers of "limited English proficient" students in public and private schools. Educators apply this term to students who need special classes to bring their English skills to the point that they can fully participate in class work in English. In 1993, there were an estimated 2.7 million such students, roughly 7% of the students enrolled in Kindergarten through grade 12. California, Texas, and New York had the highest numbers:

California:	1,152,000
Texas:	345,000
New York:	195,000

In addition to immigrant populations, there are almost 2 million Native Americans, descendants of Indian tribes living in North America before the European settlers came. About half of them live in the western/southwestern states of California, Oklahoma, Arizona, and New Mexico. Of the 155 Native American languages still spoken, most are spoken only by middle-aged adults and elders.

Status and role of first languages, second languages, heritage languages and foreign languages

English is the *de facto* official language. It is the only language with status and plays an all-pervasive role throughout society. All other languages, variously called "minority," "heritage," "ethnic," or "native," including the Native American languages, play roles limited to home, church, community or tribe. The exception is Spanish which is widely used in Florida and the Southwest. Its speakers have developed considerable political power.

Attitudes to internationalism

Throughout its 200 plus year history, attitudes in the United States have alternated between participation and isolation. Current attitudes reflect that mix. Some believe that strong

international programs in languages and area studies are necessary for national security and economic competitiveness. They argue that today's economy is global, without the traditional separation of international and domestic interest. Others argue that the country should focus on improving the economic and social interests of U.S. citizens, without reference to the international dimensions.

2. *Please identify up to three acts of legislation which, within about the last 15 years, have had a significant impact on languages in society, and describe briefly the nature of the impact in each case.*

In Part One above, some of the most significant acts of legislation on language and society are listed. Other legislation is listed below, in the section entitled "Policy on language and education/foreign languages" and in the section entitled "National innovations or policy initiatives."

Policy on languages in education

3 (i) *Please give a brief account of policy and practice with regard to languages used in school education, relating it where appropriate to information presented on linguistic diversity and home languages in question C.1 above.*

General: The Constitution of the United States places responsibility for education in the hands of the individual states. There is, therefore, no federal policy on languages in education. The only exception is with the 1990 Native American Languages Act, which states that it is the policy of the United States to preserve Native American languages.

Although there is no federal policy on education, the federal government can leverage actions which define the policy and practice of state and local education by means of federal funding for specific objectives, e.g., provision of instruction to remedy English language deficiencies, or the teaching of foreign languages. These federal funds, embodied in more than 100 programs, are currently only 8% of the total spent in the United States on public education, but they carry considerable weight because they are matched by funds from state and local educational agencies.

Medium of instruction: In all states English is the *de facto* medium of instruction. However, federal legislation and court interpretations of that legislation encourage the giving of federal grants to programs which provide all students with equal opportunity for education. In many cases, this equal opportunity includes using languages other than English as the medium of instruction to help minority language students master subject matter skills while learning English. In other cases, the opportunity extends to majority language students learning through a second language. For example, in the 1994-95 school year federal funds supported two-way bilingual programs for elementary and secondary education in 61 local education agencies. These programs aim to develop academic achievement in two languages--English and another language. In most cases the other language is Spanish, but programs include Cantonese, French, Korean, Japanese, Navajo, Portuguese, and Russian.

There are also schools with total and partial immersion programs (in which all or part of the curriculum is taught through the foreign language) designed for English speaking children. In 1995, there were 187 immersion schools in 60 school districts within 26 states. Languages of instruction include Spanish (most common), Arabic, Cantonese, French, German, Hawaiian, Japanese, Mandarin and Russian.

In addition to the programs described above, there are hundreds of mother tongue ethnic classes and schools which teach the language and culture of ethnic languages to children and adults. These privately-funded schools aim to maintain the group's language and culture, and sometimes to shelter children from the conflicts of urban settings. They often meet only one day a week, on Saturday or Sunday, and are supported by community or church groups. (No recent

data on these schools were available for this report, but in 1979 Joshua Fishman reported that there were over 5000 such schools and classes, of which a third of them used Greek, German, Hebrew, or Yiddish.)

Foreign languages: There is no official federal policy on the teaching of foreign languages, again a reflection of the fact that responsibility for education is in the hands of the states. However, there is important federal legislation which offers funding to states and local educational agencies for teaching and study of foreign languages and related area studies.

Key federal legislation includes:

1961 Fulbright-Hays Act of 1961 which encourages international exchanges and fellowships at the university level

1965 Title VI of the National Defense Education Act (1955), later incorporated as Title VI of the Higher Education Act. The current authorization funds national resource centers, fellowships to study foreign languages and area studies, and research and materials development. The languages studied include many non-European, less commonly taught languages.

1988 Foreign Language Assistance Program, part of Title II of the amendments to the Primary and Secondary Education Act. Reauthorized in 1994, the Program provides grants to state educational agencies to improve the instruction of foreign languages through model programs implemented through local educational agencies.

1992 National Security Education Act which is managed out of the Department of Defense. Provides fellowships, scholarships, and institutional grants to develop cadres of specialists in less commonly taught languages and less commonly studied regions of the world.

1994 Goals 2000: Educate America Act. This legislation encourages student achievement by development of recommended goals and standards in the core subjects. Foreign languages are included in the core subjects.

All 50 states include foreign languages in their curricula. Forty states have laws requiring that public school students have at least two years of foreign language study available to them, usually on the secondary level. Ten states have laws which require that college-bound or advanced/honors secondary students study a foreign language. Some states, for example Pennsylvania, have changed their requirements to emphasize proficiency, rather than years of study. Two states (Oklahoma and New York) accept Native American language study for the foreign language requirement.

Most of the decisions about foreign language teaching are made at the level of the local education agencies. An example of one of the largest of these is the Department of Defense Dependents' Schools, with about 95,000 students in kindergarten through grade 12 in Europe, Panama, and the Pacific. Although there is no requirement for foreign language study, about half of the secondary level students in these schools do study a foreign language: Arabic, French, German, Italian, Japanese, Korean, Portuguese, Spanish, and Turkish. Educators at the Dependents' Schools have recently revised foreign language standards to place an emphasis on oral proficiency (speaking and listening) much like that developed by the American Council on the Teaching of Foreign Languages and the Federal Interagency Language Roundtable. (See below.)

At the tertiary level policy signals about foreign languages are mixed. There is legislation which encourages the teaching of languages, as noted above, but the legislation has been implemented inconsistently. The government's military officer training academies, for example, do not have consistent policies. The United States Military Academy at West Point, New York, has no foreign language requirement. Both the United States Naval Academy in Annapolis, Maryland and the United States Air Force Academy in Colorado Springs, Colorado do. They both require the equivalent of a year of study of a foreign language. At the Air Force

Academy, the students can minor in one of the following foreign languages: Arabic, Chinese, French, German, Japanese, Russian, or Spanish.

3(ii) *Please indicate if there is a policy on diversifying language education (e.g. specifying a range of language or priorities, encouraging less commonly taught languages), giving details of its provisions.*

Policy on diversifying language education. For thirty years, Title VI of the 1965 Higher Education Act 1965 has funded activities supporting the teaching of foreign languages, including the less commonly taught languages. The underlying rationale is to develop expertise to conduct United States foreign policy and to help United States business expand into international markets. Current activities include research and teaching of 125 languages. Most frequent offerings are in Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Portuguese, Russian, and Spanish.

In addition, in 1992 the National Security Education Act was enacted to develop specialists in the less commonly taught languages and less commonly studied regions of the world. The underlying rationale is to develop the capacity to respond to areas of the world which may present a security threat to the United States.

4. *Please give a brief account of the arrangements in your country for creating policy on language education, describing the levels of decision-making (e.g. national, regional, local, institutional), and indicate how policy is represented (e.g. policy documents, official teaching materials, examination syllabuses).*

Arrangements for creating language education policy: With no national language education policy, decisions on language practice are made at various levels. At the federal and state levels, key actors are legislators, courts, and members of national and state commissions. At the local level, and most influential of all, are the local school boards. In addition, there are the dozens of professional and citizen groups which take an active role in education and advocacy at the federal, state, and local levels. Some examples of the professional groups are the American Council on the Teaching of Foreign Languages, the American Associations of Teachers of German, French, Spanish and Portuguese, etc., and the Teachers of English to Speakers of Other Languages.

Another actor is the Federal Interagency Language Roundtable, a loose confederation of the federal foreign language schools: the Foreign Service Institute of the State Department, the Defense Language Institute of the Department of Defense, and language schools of the Central Intelligence Agency and the National Security Agency. Because all of these programs train adults for direct use of foreign languages, the Roundtable shares teaching approaches and evaluation techniques. (An example of a widely-used evaluation technique is the oral proficiency interview first developed by the Foreign Service Institute and later jointly adapted by the American Council on the Teaching of Foreign Languages, the Educational Testing Service, and the Interagency Language Roundtable for use with different populations of language-learners.)

Policy on language curricula

5.(i) *Please provide an indication of the nature of your country's policy on language education by ticking those items below which are included in explicit detail in curriculum policy documents. If there are no policy documents, answer question 5(ii) as fully as possible.*

For Foreign Languages:

Aims and objectives:

Prescribed standards of attainment	__x__
Language awareness/comparison	_____
Cultural/intercultural awareness	_____

Knowledge/Content

Prescribed topics	_____	Listening	_____
Reading	_____	Grammar	_____
Writing	_____	Vocabulary	_____
Speaking	_____	Skills/Functions	_____

Program Delivery

Instructional methods	_____
Sequencing of instruction	_____
Teaching materials	_____
Allocation of time	_____

Formal contacts or exchange/travel programs with other countries _____

Evaluation:

External assessment of proficiency	_____
School-based assessment of proficiency	_____
Evaluation of curricula	_____

5.(ii) *Please give any clarification needed of your answers to 5(i) above. Explain if policy elaborates any of the items in detail, and if there are variations within the national system, or within language regions. Provide a comment also if answers to individual items require qualification or expansion. If there are no policy documents, please describe how any policy which might presently be under development, or how less formal arrangements among language educators relate to the items listed. A final comment should describe briefly the relationship of any formal policy and school practice, in particular, how closely policy is reflected in practice.*

General: Forty states require that secondary schools offer at least two years of a foreign language to all students, but do not require that the students study a foreign language. The remaining 10 states require second language study on the secondary level, but only for advanced/honors diplomas or for college-bound students. Twenty-seven state supervisors considered foreign language part of the "core" curriculum in their states, that is, having co-equal status with the other major disciplines.

Aims and objectives: As of this writing, about 35% of the states have developed, or plan to develop, foreign language performance standards. In addition, under federal grants, the Project for National Standards in Foreign Language Education is developing national standards for kindergarten through grade 12, with benchmarks for grades 4, 8 and 12. The August 1995 draft presented the following five goals:

- Communicate in languages other than English
- Gain knowledge and understanding of other cultures
- Connect with other disciplines and acquire information
- Develop insight into own language and culture
- Participate in multilingual communities at home and around the world.

For each goal, the project is developing standards and descriptors for grades 4, 8 and 12. When completed, the project will offer the standards to the state and local educational agencies for their voluntary acceptance in whole or in part.

Knowledge/Content: About 80% of the states have developed, or are in the process of developing, foreign language content standards.

Program Delivery: Program delivery includes communicative, student-centered classroom activities and computer assisted instruction, as well as the traditional grammar/translation activities.

Evaluation: Seven states have developed state-wide foreign language assessments.

6. *Please estimate how much importance policy on school language learning attaches to: (please tick)*

	Highest Priority	Some importance	Little or no importance
Languages for oral communication?	√		
Languages for written communication?		√	
Languages for (inter) cultural understanding?		√	
Languages for present/future academic study?		√	
Languages for work?		√	
Languages for leisure or travel?			√

7. *Please give a brief account of up to three national innovations or policy initiatives, implemented within about the last 15 years, or planned for the immediate future, which can be considered to have a substantial impact on language education.*

National innovations or policy initiatives: In addition to the Higher Education Act of 1965, which has supported foreign language education, and the Bilingual Education Act of 1968, which has encouraged special programs for the limited English proficient students, there are two recent pieces of federal legislation which could impact greatly on the system. They are:

1994 Goals 2000: Educate America Act. This legislation encourages student achievement by the development of recommended goals and standards in the core subjects and has sparked the development of standards described above. English language arts and foreign languages are included in the core subjects, and thus

included in this legislation. (English as a second language is not, but the professional teachers' association, TESOL, has undertaken the task. See above.)

1994 Improving America's Schools Act. This is a reauthorization of the Elementary and Secondary Education Act, first passed in 1965. It includes assistance for bilingual education, moving away from the earlier deficiency model of bilingual education. The new direction includes these principles: (a) all children can learn to high standards; (b) linguistically and culturally diverse children and youth must be provided with the equal opportunities to learn that are provided for all students; and (c) proficiency in two or more languages should be promoted for all students. The Act also provides the Foreign Language Assistance Program, which authorizes grants to states and local schools to enhance their language education efforts, and activities to support Native American education.

8. *If there are other policy issues to which you have not already referred, which have a major influence on language education, please comment also on these.*

The overriding policy issue now comes from the tension between the proponents of education that is pluralistic, multicultural, and international vs. that which is focused on what its adherents call American traditions and values. Members of the first group include many who support bilingual and foreign language education--the programs funded through the civil rights legislation initiated in the mid-1960s. Members of the second group question the value of spending money on such programs, and are actively working to reduce or eliminate such programs, including the Goals 2000 and the Improving America's Schools Act of 1994. Many of this group are also working to secure recognition of Official English and place limits on the use of other languages in United States administrative and legal domains.

Added to this tension is a dispute about the proper role of federal and state government. In the last 30 years, the federal government has set the policy agenda with reforms aiming at increasing opportunity and improving equity. If states wished to obtain federal monies for their programs, they had to comply. Now many Congressional leaders are saying that the pendulum has gone too far, and that funds in the form of block grants should be given to the states so that the states, without interference from the federal level, could educate their students as they see fit. Other leaders fear that without federal encouragement the states will return to the restrictive policies of an earlier era.

All of this may change over the coming months. As of this writing, the future is very uncertain for language education.

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Personal communications:

Richard Brod, Modern Language Association
J. David Edwards, Joint National Committee on Languages
Jim Hasan, Department of Defense Dependents Schools
Julie E. Inman, Joint National Committee on Languages
Miriam Kazanjian, International Education Coalition for Higher Education
Richard T. Thompson, Georgetown University

Section D - Language Curriculum and Assessment[1]

Teaching Materials

1. *For each language, taught as a subject within the education system to a minimum of five per cent of the students, at the grade level of population A, (or perhaps fewer if concentrated in significant groupings), please identify the FIVE textbooks or courses most commonly in use in schools. Please complete the information, giving the author, publisher, the year of publication and the percentage of schools using each title, for populations A and B if appropriate, according to the format set out below:*

Table D.1. Most commonly used textbooks

Language: **SPANISH**

Population: **AB**

Titles:

1. *Acción* 1 - 3
2. *Ya Verás*
3. *Paso a Paso* 1 - 3
4. *¡Ven Conmigo!*
5. *Spanish for Mastery*

Title	Author	Publisher	Year of publication	% of schools using text
1.	Galloway, Joba, & Labarca	Glencoe	1&2: 1992 3: 1993	Not available
2.	Gutierrez, Rosser, & Rosso-O'Laughlin	Heinle and Heinle	1996	Not available
3.	Met, Sayers, & Wargin	Scott Foresman	1996	Not available
4.	Humbach & Ozete	Holt, Rinehart & Winston	1996	Not available
5.	Valette & Valette	D.C. Heath	1994	Not available

Sources:
For titles: American Association of Teachers of Spanish and Portuguese (AATSP)
For bibliographic information: Individual publishing houses

Comments:
a. There is no definitive list of most commonly used Spanish textbooks. The texts listed here are those estimated to be the most used by the AATSP.

b. Publication dates are for the latest edition or printing of the text. The 1996 figures indicate the projected dates for the most recent edition.

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[1] This document consists of text from the National Profiles Enquiry Form, to which all participating countries are to respond, with CAL's responses interspersed. All section headings and questions, as well as the format and text of tables, the text of questions, directions, etc., are taken directly from that form, and are in italics. CAL's responses are in plain type.

Table D.1. Most commonly used textbooks

Language: **FRENCH**

Population: **AB**

Titles:

1. *Nouveaux Copains*
2. *Allez, viens!*
3. *Discovering French*
4. *On y va!* 1 - 3
5. *French in Action* (video program)

Title	Author	Publisher	Year of publication	% of schools using text
1.	HBJ (committee)	Harcourt Brace Jovanovich	1989	Not available
2.	Rongieras, d'Usseau & Demado	Holt Rinehart	1996/90	Not available
3.	Valette & Valette	D. C. Heath	1993-5	Not available
4.	Bragger & Rice	Heinle and Heinle	1989	Not available
5.	Capretz	Yale U. Press	1987	Not available

Sources:
For titles: telephone response from Michele Shockey, Gunn High School, Palo Alto, CA., representing the American Association of Teachers of French (AATF)
For bibliographic information: *Books in Print, 1994* and individual publishing houses.

Comments:
a. There is no definitive list of most commonly used French textbooks. The texts listed here are those estimated to be the most used by the AATF.

b. Publication dates are for the latest edition or printing of the text.

Table D.1. Most commonly used textbooks

Language: **GERMAN**

Population: **AB**

Titles:

1. *Neue Freunde/Wir die Jugend/Unsere Welt*
2. *Deutsch Aktuell* 1 & 2
3. *German Today*
4. *Deutsch Konkret* 1 - 3
5. *Deutsch Gestern und Heute*

Title	Author	Publisher	Year of publication	% of schools using text
1.	Winkler	Harcourt Brace Jovanovich	1. 1989 2. 1990	71%
2.	Kraft	EMC	1. 1990 2. 1990	45%
3.	Moeller	Houghton-Mifflin	1989	40%
4.	Walbruck & Specht	Langenscheidt	1986	17.8%
5.	Neuner, et al.	Langenscheidt	1. '83; 2. '84 3. '85	13%

Sources:
Survey conducted by the American Association of Teachers of German, 1994.
For bibliographic information: *Books in Print, 1994* and individual publishing houses.

Comments:
a. Publication dates are for the latest edition or printing of the text.

b. Percentages are based on responses from 500 German teachers at the secondary level. Totals are greater than 100% because some schools use more than one text.

Table D.1. Most commonly used textbooks

Language: **JAPANESE**

Population: **AB**

Titles:
1. *Kimono I - III*
2. *Learn Japanese: New College Text, I - IV*
3. *Japanese Now, I - IV*
4. *Speak Japanese (Nihongo Kantan), I-II*
5. *Bunka Shokyuu Nihongo I-II*

Title	Author	Publisher	Year of publication	% of schools using text
1.	H. McBride	EMC Publishing	1990	Not available
2.	Young and Nakajima-Okano	U of Hawaii Press	1984-5	Not available
3.	E. Sato et al.	U. of Hawaii Press	1982	Not available
4.	K. Saka and H. Yoshiki	Kenkyusha	1988	Not available
5.	Bunka Institute of Language	Bonjinsha	1987	Not available

Sources:
The Breeze, (Quarterly Newsletter, The Japan Foundation Language Center) No. 11 (July,1995)

Comments:
a. *Bunka Shokyuu Nihongo I and II* , a series published in Japan and designed to teach Japanese to speakers of other languages in preparation for tertiary work in Japan, is becoming more popular in the United States. It is entirely in Japanese, and contains a number of components, e.g., audio tapes and exercise books.

2. *In the textbooks most commonly used, how much importance would you say is paid to the following aspects of language learning? (please tick)*

Table D.2 Content of textbooks

Aspect of Learning	Much importance	Some importance	Little importance
reading skill	F,G	S, J	
writing skill	F	S, G, J	
listening skill	S,F,G, J		
speaking skill	S,F,G, J		
spoken transactions	S,F,G, J		
role play	J	S,F	G
conversation	G	S,F	
vocabulary	S,F,G		
grammar	G	S	F, J
translation			S,F,G,J
communication strategies	S,F,G		
learning strategies	F,J	S	G
other: culture	S,F,G,J		
other: areas speaking the language	S,F,G,J		

Sources: French: personal communication, Michele Shockey, Gunn High School, Palo Alto, California, representing the American Association of Teachers of French. German: personal communication, Helene Zimmer-Loew, American Association of Teachers of German. Japanese: personal communication, Norman Masuda, President, National Council of Secondary Teachers of Japanese. Spanish: information from the American Association of Teachers of Spanish and Portuguese.

Comments:

a. In the chart above, S = Spanish, F = French, G = German, J = Japanese

b. Emphasis on particular aspects of language teaching varies widely from teacher to teacher, class to class, school to school, area to area, and language to language. In general, there is less emphasis on the direct teaching of grammar, and more emphasis on speaking and reading skills.

3. *The most commonly used course materials usually consist of: (tick all that apply)*

student's textbook	S, F, G, J
exercise book	S, F
teacher's guide	S, F, G, J
grammar manual	
audio cassettes	S, F, G, J
video cassettes	S
other: CAI	S

Sources: French: personal communication, Michele Shockey, Gunn High School, Palo Alto, California, representing the American Association of Teachers of French. German: personal communication, Helene Zimmer-Loew, American Association of Teachers of German. Japanese: Norman Masuda, President, National Council of Secondary Teachers of Japanese. Spanish: American Association of Teachers of Spanish and Portuguese.

Comments:
a. S= Spanish, F = French, G= German, J = Japanese

b. CAI is the acronym for computer assisted instruction modules. These are becoming more and more popular as schools develop their computer capabilities, and as good software programs are written for various textbook series.

4. Who decides which textbooks or courses should be used?

	Usually	Sometimes	Never
the teacher	x		
the teacher and students together			x
all language teachers in the school		x	
the head of languages department in school		x (rarely)	
local or regional authority/school board		x	
national authority			x
other: state textbook adoption committees		x	

Sources:
Responses from Helene Zimmer-Loew, American Association of Teachers of German; Norman Masuda, President, National Council of Secondary Teachers of Japanese; the American Association of Teachers of French; the American Association of Teachers of Spanish and Portuguese; Myriam Met, Montgomery County (Maryland) Public Schools.

Comments:
a. In a few states there are statewide commissions or adoption committees who decide which textbooks to adopt. In these states, teachers are usually given a choice of texts from which to choose. The presence of one or the other textbook on the list is frequently a result of a teacher's, or committee of teachers', recommending the book to the commission. The commissions - particularly those in California and Texas - are also heavily lobbied by publishers, as adoption by a state with large student populations guarantees massive sales.

5. *Please provide a comment on materials for language teaching and learning, referring in particular to:*

- *variations in your answers to questions 2 - 4 that may exist between i) languages, ii) stages, subsystems or types of education (see Definitions in the Guidelines)*

In general, teaching and learning materials in the languages under study are plentiful and widely available.

- *the range of material in use.*

As mentioned above, there is a wide range of materials available for Spanish, French, German and English as a second language: the attractive, multi-level series, individual texts on grammar, conversation, reading, and other aspects of language learning. Audio tapes almost always accompany a text; video tapes are often available, but they are still expensive. Computer programs are emerging as a potential source of supplementary materials, as schools improve their computer capabilities. The field of computer-assisted instruction is still in its infancy - many early programs were dismissed as mere "electronic page-turners" - but interactive programs, which allow students to provide input in creative ways, are gradually becoming available.

- *The extent of materials development or writing by i) individual teachers, ii) groups of teachers, and iii) other language teaching professionals.*

Despite the availability of high-quality texts, individual teachers or groups of teachers frequently take the initiative to develop their own materials, either out of dissatisfaction with the textbook or in an effort to make materials more relevant to particular students and situations. (Note that the Japan Foundation Language Center's survey shows that the second most popular source of materials are teacher-made.)

Some AAT's (teachers' associations for the various languages) maintain libraries of materials, and regularly collect and develop materials, that are made available at little or no cost to member teachers.

- *The provision of i) material produced commercially in your own country, ii) material produced commercially in other countries, and iii) other material.*

i). The most popular texts for French, German and Spanish are series published by major American publishers. These series are frequently in second or third editions, are usually authored by teams of teachers and writers with extensive knowledge and experience in the field, and are thoroughly field-tested in American high schools. A series will consist of levels (usually corresponding to the first, second or third year of study on the part of the student); each level typically includes a student text, a teacher's manual, a student workbook, and other supplementary material such as video and audio tapes, flash cards, and posters. The series are attractively presented, and reflect broad fashions in teaching and learning theory. (Recent popular series, for example, downplay the direct teaching of grammar, in accord with current pedagogical approaches which prefer to present grammatical points indirectly.)

ii). In addition to American texts, there are texts and series available from countries where the language is spoken, as well. There are enough students outside the countries speaking Spanish, French, German and Japanese to make it a viable commercial enterprise for an in-country publisher to develop and market textbooks for sale out-of-country.

There is considerable support for the development of Japanese language texts on the part of Japanese/American foundations, who also give grants for other Japanese language activities such as in-service teacher training, the keeping of careful records and surveys of the status of Japanese teaching, and the giving of Japanese language tests.

iii). See the comment above about teacher-made materials for an account of other materials used in American secondary school classrooms.

- *The availability of materials/textbooks for individual students (e.g. classroom reference, on loan)*

It is probably universally the case that each student has a set of whatever materials he/she needs for language study. (Typically, students are issued, at the beginning of each year, all necessary materials; students are required to relinquish the books at the end of the school year, and are charged for damaged or lost books.)

In addition, schools may have libraries and other collections which contain materials in the subject areas of classes, which are available to students. If a school offers Spanish, for example, the library may have a selection of materials in Spanish, as well as a selection of materials in English on Spanish and the Spanish-speaking countries. If the school is large enough to have a foreign languages department, that department might house a separate collection of materials for use by faculty and students. (Helene Zimmer-Loewe, American Association of Teachers of German.)

Language Assessment

6. *What aspects of language learning are assessed at the end of the grade levels of populations A and B? Please specify also whether or not specific aspects of language proficiency are tested separately, and indicate what percentage of the total score is determined by each separate aspect tested.*

Table B6. Assessment of populations A and B

CLEP Examinations

Aspect of language	(please tick) Tested		Tested separately		per cent % of total score	
	A	B	A	B	A	B
reading skill		x		x		15-20%
writing skill						
listening skill		x		x		29-33%
speaking skill						
grammar		x				20-28%
vocabulary		x				10-17%
pronunciation						
translation						
other:						

Sources:
College Level Examination Program. *The College Board Guide to the CLEP Examinations.* New York: College Entrance Examination Board, 1987. (Totals given in source do not add up to 100%.)

SAT II Language tests: Reading-only

Aspect of language	(please tick) Tested		Tested separately		per cent % of total score	
	A	B	A	B	A	B
reading skill		x		x		30-40%
writing skill						
listening skill						
speaking skill						
grammar		x		x		30-40%
vocabulary		x		x		30%
pronunciation						
translation						
other:						

SAT II Language tests: Reading with listening

Aspect of language	(please tick) Tested		Tested separately		per cent % of total score	
	A	B	A	B	A	B
reading skill		x		x		25%
writing skill						
listening skill		x		x		40%
speaking skill						
grammar		x		x		18%
vocabulary		x		x		17%
pronunciation						
translation						
other:						

Sources:
The College Board. *The Official Guide to SAT II: Subject Tests.* New York: College Entrance Examination Board, 1994.

Comments:
a. See the answer to Question 7, below, for a detailed description of the purposes of the CLEP and SAT II language tests.

b. The first chart above describes College Level Examination Program (CLEP) language tests for French, German and Spanish. These tests are criterion-referenced, and are taken by college-bound secondary school students during their last year of secondary school (i.e., population B), and are for the purpose of placing the student in an appropriate level of language class in college or university. As such, the CLEP tests are sometimes used by schools, areas, or states as a comparative indication of student achievement.

c. The second and third charts above describe the SAT II language tests. These tests are norm-referenced, and taken by college-bound secondary school students during their last year of secondary school (Population B), and are for the purpose of demonstrating the student's unusual ability in any one of a number of subjects. The language tests available are:

Reading-only: French, German, Italian, Latin, Modern Hebrew, Spanish
Reading-with-listening: Chinese, French, German, Japanese, Spanish

d. Many of the teachers' associations of the relevant languages have tests available to their member teachers (e.g., AATG, AATF, AATSP, AATI, and ACL), but the number of teachers availing themselves of the opportunity to compare their students to others varies from association to association.

7. *Please comment on the role of (i) the classroom teacher, (ii) the school, (iii) the district or region and (iv) 'the country' in making decisions about language assessment, referring in the case of each authority to:*
   - *the frequency of testing and other kinds of assessment*
   - *the form which assessments take, specifying also whether norm-referenced, criterion-referenced or a mixture of norm-and criterion-referenced approaches are used.*
   - *variations between language, or between stages, subsystems or types of education.*

Language assessment is for the most part a matter of relatively informal achievement testing on the part of teachers of individual classes. Individual student assessment is carried out via report cards which are issued from two to six times an academic year. On this card the student is usually given a letter grade (usually A, B, C, D and F, with C considered an average grade and F failure) for each of his/her classes, including language classes. The teacher of the class determines the letter grade for each student, and typically bases the grade on a combination of attendance, performance in class, and scores on teacher-generated quizzes and tests. For purposes of college entrance, etc., a student is given credit for the number of years of language studied, e.g. "two years of French, one year of Latin, one year of Japanese" for a student with an above-average interest in languages.

In keeping with the decentralized character of all U.S. education, there is no country-wide program of language assessment required either of states, schools or individual students. An interest in standardized testing is growing on the part of the individual states, however: now, forty-five of the fifty states have implemented some kind of statewide assessment (at least of English language and mathematics skills), for the purposes of student placement and evaluation of teachers, programs, and schools. As of 1994, however, only five states have instituted standardized testing of language. Pennsylvania, for example, is implementing oral proficiency requirements in a foreign language for all graduating seniors.

Statewide assessments vary widely in the ages at which students are tested, although all programs include testing of graduating seniors, i.e., those who are in their fourth and last year of secondary school. Statewide assessments also vary in terms of the types of tests, with some states relying entirely on standardized tests that can be corrected by computer, and others relying on "portfolio assessment," the collection of different types of tests, including writing samples, performance assessments, etc., for each student.

There are country-wide programs of standardized language tests which are part of the college admission and placement process, and which are therefore entirely voluntary on the part of the student. College-bound secondary students may, if they desire, demonstrate their achievement in a foreign language by taking a standardized test in that language, usually during their last year of secondary school. Their scores are forwarded to the colleges/universities to which they are applying; high scores can enhance the students' chances for acceptance, or can have the effect of 'excusing' them from one to two years of basic study of the language in college.

The two major achievement testing programs are the CLEP (the College Level Examination Program), and the SAT II tests for Chinese, French, German, Italian, Japanese, Latin, Modern Hebrew, and Spanish.

The CLEP tests are criterion-referenced 90-minute tests the purpose of which is to identify students who have mastered enough of the language to be placed in upper-level classes on the college level. The tests are standard across the three languages offered - French, German

and Spanish. They consist of two parts - reading and listening - and test the various aspects of language learning as reflected in Table B.6 above.

The SAT II language tests are norm-referenced tests of two types: reading-only, for French, German, Italian, Latin, Modern Hebrew and Spanish, and reading-and-listening tests for Chinese, French, German, Japanese and Spanish. They are part of a group of tests, all called SAT II's, which allow a student to demonstrate high achievement in a number of subjects. SAT II test scores are sent to the colleges to which a student is applying; colleges use the scores as bases for admittance and/or for placement. The reading-only tests are administered frequently during the school year, along with other SAT II tests; the reading-with-listening tests are administered less often, and only at secondary schools which have been designated as official testing sites.

8. *How many people in your country (adults as well as students) participate on an annual basis in international language testing programs that are independent of the education system in your country? (e.g. the TOEFL, the Cambridge tests, the Alliance Française, the Goethe.)*

Table D.8 International testing programs

Language	Name of test	Annual number of testees
English	TOEFL	184,400
	EFL examinations from the University of Cambridge Local Examination Syndicate	724
French	Certificate	25
	Diploma	20
German	Goethe Institut tests:	
	Zertifikat Deutsch als Fremdsprache	346
	Zentrale Mittelstufenprüfung	280
	Kleines Deutsches Sprachdiplom	7
	Grosses Deutsches Sprachdiplom	8
	Prüfung Wirtschaftsdeutsch International	180
Spanish	Diplomas de Español como Lengua Extranjera (Diploma Básico and Diploma Superior)	780
Japanese	Japanese Language Proficiency Test	199

Sources:
For English: Robert Stellman, TOEFL/TSE Office, Educational Testing Service, New Jersey
Peter Hargreaves, Director, EFL Division, University of Cambridge, Local Examinations Syndicate
For French: Diane Smith, Alliance Française, New York
For German: Goethe Institute, Munich
For Spanish: the Education Office of the Embassy of Spain, Washington, D.C.
For Japanese: 'The Japanese language Proficiency Test' *The Breeze*, No. 6 (April 1994)

Out of school and post-school learning

9. *How many students take part each year in visits or periods of residence, of at least one week to a target language country? Include only those organised by institutions for linguistic, cultural or vocational purposes, and specify for each language taught to a minimum of 5 per cent of students at population A, and for secondary, tertiary/non-university, and university sectors separately.*

Table D.9 Visits to target language countries

Language	Secondary	Tertiary non-Univ.	Tertiary University
1. Spanish	Not available	446 .6%	9497 13.4%
2. French	Not available	371 .5%	7894 11.1%
3. German	5,500	223 .3%	4748 6.7%
4. Japanese	Not available	61 .08%	1294 1.8%

Sources:
Zikopoulos, Marianthi et al. *Open Doors 1990/91: Report on International Educational Exchange.* New York, NY: Institute of International Education, 1991. ERIC Document 340 324. (For Tertiary figures)

The German American Partnership Program, Congress Bundestag Program, Pedagogical Exchange Service, and the American Association of Teachers of German. (For figure on secondary visits to Germany)

Comments:
a. Figures for tertiary students were arrived at by manipulation of data from the Zikopoulos article. Total number of students responding to the survey was 70,727, of which the following percentages participated in educational programs in countries speaking the relevant languages:

To Spanish-speaking countries: 15.4%, or 10891 students
To French-speaking countries: 12.8%, or 9053 students
To German-speaking countries: 7.7%, or 5446 students
To Japan: 2.1%, or 1485 students

The numbers of students were broken down in the following percentages:

Students in a two-year degree program (called Tertiary non-University here): 4.1%
Students in the standard four-year degree program (called Tertiary University here): 87.2%
(Post-tertiary students presumably account for the remaining 8.7%)

The percentages given in the table represent the number of students compared to the total population of 70,727.

b. Figures for 1991-2 reported by the Institute for International Education (not broken down by level of study) are as follows:

To Spanish-speaking countries: 14,726, or 20.7%
To French-speaking countries: 8471, or 11.9%
To German-speaking countries: 5530, or 7.7%
To Japan: 1998, or 2.8%

of a total of 71,154 college-level students participating in educational programs in foreign countries.

c. There is a central organization - the Council on International Educational Exchange - for study-abroad programs for secondary level students, to which some 255 schools and programs belong.

10. *How many students are following courses in languages (NOT first language) in the tertiary non-university, university and adult sectors? Please specify for up to five languages most commonly studied, and for university students distinguish if possible the study of language as a main subject and a subsidiary subject. Please comment also if language courses are obligatory for all or most students irrespective of their programme of study. Please give numbers, and percentage of students overall, in each sector.*

Table D.10 Language study in tertiary level education

		Language				
		1 Spanish	2 French	3 German	4 Italian	5 Japanese
Tertiary Non-University	No.	133,823	44,366	19,082	8,325	10,308
	%	4.4%	1.4%	.63%	.27%	.34%
University Main	No.	4768	3371	1616	253	257
	%	.068%	.048%	.023%	.0036%	.0037%
University Subsidiary	No.	400,121	228,106	114,266	41,374	35,409
	%	5.7%	3.2%	1.6%	.59%	.5%
Adult	No.	Not Available				
	%					

Sources:
Brod, Richard and Bettina J. Huber, 'Foreign Language Enrollments in United States Institutions of Higher Education.' *ADFL Bulletin,* Vol 23, No. 3. (Spring 1992). (For university subsidiary and tertiary non-university figures)

National Center for Education Statistics, *Digest of Education Statistics, 1994.* Washington, D.C.: U.S. Department of Education, OERI. Document No. NCES 94-115. Table 239, p. 256. (For university main figures)

National Center for Education Statistics, *Digest of Education Statistics, 1994.* Washington, D.C.: U.S. Department of Education, OERI. Document No. NCES 94-115. Table 196, p. 201. (For total student populations)

Huber, Bettina J. 'Characteristics of Foreign Language Requirements at US Colleges and Universities: Findings from the MLA's 1987-89 Survey of Foreign Language Programs.' ADFL Bulletin, Vol 24, No. 1, Fall 1992. (For statistics on schools with language requirements for graduation)

Comments:

a. All figures are for 1990.

b. The "tertiary non-university" line gives figures for two-year tertiary institutions: community colleges and junior colleges. "University" lines give figures for students in four-year programs, whether at colleges or universities. Not included here are post-tertiary figures.

c. For the purposes of the table, the term "main" has been interpreted as "major": a college student in the U.S. declares a "major" field of study, and the table above gives the number of students who have declared majors in the particular languages. The term "subsidiary" has been interpreted as the study of a language on the part of students who are not majoring in that language, e.g., a mathematics major, for example, who takes German classes because she needs a language as a requirement for her degree, or because she is interested in the language.

d. The percentage of language students compared to total students was arrived at by dividing the number of students by the following totals:

Total students in two-year colleges: 3,015,428
Total students in four-year colleges: 6,968,008

e. Colleges and universities vary as to whether study of a foreign language is required for graduation. The Modern Language Association's 1987-88 census, which was based on information from 1,481 institutions, yielded the following percentages:

Four-year institutions:
- No language requirement: 41.9%
- Language requirement for some students: 42.4%
- Language requirement for all students: 34.4%

f. The number of students studying language in adult education programs is not available.

Bibliography - Section D

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Personal communications with:

Helene Zimmer-Loew, American Association of Teachers of German
Lynn Sandstedt, American Association of Teachers of Spanish and Portuguese
Fred Jenkins, American Association of Teachers of French
Myriam Met, Montgomery County (Maryland) Public Schools
Michele Shockey, Gunn High School, Palo Alto, California
Norman Masuda, President, National Council of Secondary Teachers of Japanese
Diane Smith, Alliance Française
Ulla Meyer, Goethe House, New York
Education Division, Embassy of Spain
Robert Stellman, Educational Testing Service
Todd Davis, Institute for International Education

Section E - Language Teaching and Professional Support[1]

1. *Please provide the following information, using the most recent data available, about teachers of languages in primary, lower secondary and upper secondary schools. Complete the table for each language taught as a subject within mainstream schools to a minimum of 5 per cent of students in the final year of compulsory education (or perhaps fewer if concentrated in significant groupings). To assist interpretation of the figures please provide a separate comment if possible to indicate approximately what proportions represent (i) full-time teachers of the language, (ii) teachers of the language and another language, and (iii) teachers of the language and another subject.*

   - *FTE language teachers as a proportion of all teachers in each stage*
   - *the proportion of language teachers in each stage having the qualifications listed. Please indicate also in your comments those qualifications which are a minimum requirement for tenured teachers in each stage*
   - *an estimate of the proportion of language teachers in each stage who have followed a summer course or spent an academic term/semester, as part of their training, in a country of the target language. Please distinguish figures for compulsory element of training and optional.*

The comments below apply to all four language tables; comments specific to each language are listed on the page following each table.

a. *Primary* school refers to elementary school (kindergarten through grades 5).
Lower secondary school refers to junior high/middle school (grades 6-8).
Upper secondary school refers to high school (grades 9-12).

b. All data are for both public and private schools, unless otherwise noted. The baseline data for total numbers of teachers at each level come from the U.S. Department of Education, National Center for Educational Statistics, *Digest of Education Statistics, 1994*, p. 74.

c. Proportion of all teachers:
The raw numbers of teachers in each stage are listed in the comments below each table by language.

d. Qualifications:
All teachers in U.S. public schools are required by law to be certified, holding both academic [foreign language subject matter specialty] and professional [pedagogical] qualifications. However, in practice, there are some teachers who do not currently have both qualifications for various reasons. For example, they could have been certified to teach in another country and are currently teaching in the U.S. at the same time that they

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[1]This document consists of text from the National Profiles Enquiry Form, to which all participating countries are to respond, with CAL's responses interspersed. All section headings and questions, as well as the format and text of tables, the text of questions, directions, etc., are taken directly from that form, and are in italics. CAL's responses are in plain type.

are obtaining state certification, they could have taken an alternate route to certification and not yet have all the qualifications required, or they could have been "grand-fathered" in under old regulations (i.e., are certified under previous requirements) so do not currently hold all the required qualifications. Independent (private) schools have less stringent requirements for teachers but increasingly they are requiring similar qualifications. (The data for this response is only for public school teachers because data for independent schools is difficult to quantify on a nationwide basis.) Since each of the 50 states and the District of Columbia have different requirements for tenured teachers, details are not included here.

e. Native speakers:
The percentage of teachers who are native speakers are listed below for each language.

f. Time abroad:
Few universities and colleges *require* students to follow a summer course or spend an academic term/semester in a country of the target language as part of their training. Therefore, almost all of the time abroad is listed as "optional."

Table E1. Background of language teachers

Country:	**USA**		
Language:	**SPANISH**		
	per cent	per cent	per cent
Language teachers	Primary	Lower Secondary	Upper Secondary
Proportion of all teachers	.07%	3.9%	3.9%
Qualifications:			
Academic only	10%	5%	5%
Professional only	5%	5%	5%
Academic and Professional	85%	90%	90%
No formal qualifications	0%	0%	0%
Native Speakers:			
Qualified	85%	90%	90%
Non-qualified	15%	10%	10%
Time abroad as:			
Compulsory part	1%	1%	1%
Optional part	80%	80%	80%

Sources for Table E.1. Spanish:
The data for the Spanish table were obtained from estimates by Dr. Lynn Sandstedt, Executive Director of the American Association of Teachers of Spanish and Portuguese. The estimates of numbers of lower secondary and upper secondary teachers are based on a combination of statistics from the U.S. Department of Education, National Center for Educational Statistics, *Schools and Staffing Survey: 1990-91 (Teacher Questionnaire)*, p.52 (for total number of language teachers) and enrollment data from *Foreign Language*

Enrollments in Public Secondary Schools: Fall 1989 & Fall 1990 (Draper, 1991) (for student enrollments by language).

Comments on Table E.1. Spanish:
a. The number of primary Spanish language teachers is approximately 1,296 out of a total of 1,769,000 primary school teachers.

b. The number of lower secondary Spanish language teachers is approximately 18,094 out of a total of 462,642 lower secondary school teachers.

c. The number of upper secondary Spanish language teachers is approximately 26,037 out of a total of 659,358 upper secondary school teachers.

Number of teachers:
(i) 90% of the teachers are full-time.
(ii) and (iii) 30% of Spanish teachers also teach subjects other than Spanish.

Native speakers:
Approximately 35 - 40% of the Spanish teachers are native speakers of the language.

Table E1. Background of language teachers

Country:	**USA**		
Language:	**FRENCH**		
	per cent	per cent	per cent
Language teachers	Primary	Lower Secondary	Upper Secondary
Proportion of all teachers	.04%	1.6%	1.7%
Qualifications:			
Academic only	10%	5%	5%
Professional only	5%	5%	5%
Academic and Professional	85%	90%	90%
No formal qualifications	0%	0%	0%
Native Speakers:			
Qualified	85%	90%	90%
Non-qualified	15%	10%	10%
Time abroad as:			
Compulsory part	1%	1%	1%
Optional part	>50%	>50%	>50%

Sources for Table E.1. French:
The data for the French table were obtained from estimates by Dr. Fred Jenkins, Executive Director of the American Association of Teachers of French. The estimates of numbers of lower secondary and upper secondary teachers are based on a combination of statistics from the U.S. Department of Education, National Center for Educational Statistics, *Schools and Staffing Survey: 1990-91 (Teacher Questionnaire)*, p.52 (for total number of language teachers) and enrollment data from *Foreign Language*

Enrollments in Public Secondary Schools: Fall 1989 & Fall 1990 (Draper, 1991) (for student enrollments by language).
Elementary school statistics were obtained by building on the German statistics (which are the most exact of the languages) and calculating numbers of French teachers by using percentages of French and German programs in *A National Profile of Foreign Language Instruction at the Elementary and Secondary School Levels* (Rhodes & Oxford, 1988).

Comments on Table E.1. French:
a. The number of primary French language teachers is approximately 772 out of a total of 1,769,000 primary school teachers.

b. The number of lower secondary French language teachers is approximately 7,566 out of a total of 462,642 lower secondary school teachers.

c. The number of upper secondary French language teachers is approximately 10,887 out of a total of 659,358 upper secondary school teachers.

d. Data are not available on the breakdown of teachers according to numbers of full-time teachers, numbers of teachers who also teach another language, and numbers of teachers who also teach another subject.

Native speakers:
Approximately 15% of the French teachers are native speakers of the language.

Table E1. Background of language teachers

Country:	**USA**		
Language:	**GERMAN**		
	per cent	per cent	per cent
Language teachers	Primary	Lower Secondary	Upper Secondary
Proportion of all teachers	.01%	1.5%	1.1%
Qualifications:			
Academic only	0%	0%	0%
Professional only	0%	0%	0%
Academic and Professional	100%	100%	100%
No formal qualifications	0%	0%	0%
Native Speakers:			
Qualified	100%	100%	100%
Non-qualified	0%	0%	0%
Time abroad as:			
Compulsory part	1%	1%	1%
Optional part	76%	76%	76%

Sources for Table E.1. German:
The data for the German table were obtained from a comprehensive national survey of German teachers conducted by the American Association of Teachers of German and reported in *Profile of the Profession: Results of the 1992 AATG Membership Survey*, by Renate A. Schulz (1993).

Comments on Table E.1. German:
a. The number of primary German language teachers is 193 out of a total of 1,769,000 primary school teachers.

b. The number of lower secondary German language teachers is 6,909 out of a total of 462,642 lower secondary school teachers.

c. The number of upper secondary German language teachers is 7,445 out of a total of 659,358 upper secondary school teachers.

Numbers of teachers
(i) 81% of the male teachers are full-time and 68% of the female teachers are full-time.
(ii) and (iii) 46% of German teachers also teach subjects other than German. The subjects include, in order of most to least common occurrence, other foreign languages, English, and social studies.

Native speakers:
Approximately 21% of the German teachers are native speakers of the language.

Table E1. Background of language teachers

Country:	**USA**		
Language:	**JAPANESE**		
	per cent	per cent	per cent
Language teachers	Primary	Lower Secondary	Upper Secondary
Proportion of all teachers	.01%	.02%	.13%
Qualifications:			
Academic only	10%	5%	5%
Professional only	5%	5%	5%
Academic and Professional	85%	90%	90%
No formal qualifications	0%	0%	0%
Native Speakers:			
Qualified	85%	90%	90%
Non-qualified	15%	10%	10%
Time abroad as:			
Compulsory part	1%	1%	1%
Optional part	>50%	>50%	>50%

Sources for Table E.1. Japanese:
The data for the Japanese table were obtained from a survey of Japanese programs conducted by the Japan Foundation Language Center and reported in *Japanese language learning in the United States, September 1994 - January 1995 Survey*. The survey had a 69% response rate of Japanese teachers in the U.S.; total numbers of teachers listed below were obtained by calculating the total number of possible respondents to the survey.

Comments on Table E.1. Japanese:
a. The number of primary Japanese language teachers is approximately 187 out of a total of 1,769,000 primary school teachers.

b. The number of lower secondary Japanese language teachers is approximately 106 out of a total of 462,642 lower secondary school teachers.

c. The number of upper secondary Japanese language teachers is approximately 913 out of a total of 659,358 upper secondary school teachers.

d. Data are not available on the breakdown of teachers according to numbers of full-time teachers, numbers of teachers who also teach another language, and numbers of teachers who also teach another subject.

Native speakers:
Approximately 40% of the Japanese teachers are native speakers of the language, according to estimates from the National Council of Secondary Teachers of Japanese.

2. *Please give a brief account of the situation in your country with regard to the training of language teachers, indicating how qualifications are obtained, and referring to the question of teacher supply, indicating if and why there may be shortages.*

Introduction
Historically, foreign language teachers in this country have been concerned with teaching foreign or non-English languages to monolingual English speakers. As a field, the profession has been most active at the high school, university, and junior high/middle school levels, teaching languages primarily as academic subjects (Valdés, 1992, p. 32). In the last 15 years, there has been a decided increase in elementary school foreign language instruction. Very few colleges and universities are currently preparing these teachers, however, in part because the demand is so recent and the process of adding new programs in higher education is typically slow (Pesola, 1991, p.3).

Training of language teachers
Most language teachers in the U.S. obtain their teaching degrees by either earning an undergraduate degree that includes education courses, a five-year undergraduate degree that includes teacher certification in the fifth year, or a master of arts in teaching (MAT) degree (or master of education degree) at the graduate level. An increasing number of states are moving towards requiring a graduate level degree to obtain teaching certification (e.g., Georgia, Maryland, Texas, and Virginia) so that students can take more subject matter courses in their major (foreign language, in this case) and fewer

education courses at the undergraduate level.[2] The recent elimination of the undergraduate major in education for secondary and sometimes elementary teachers in 22 states forces them to declare an academic major (Phillips, 1989, p.13). This change in degree requirements will help teachers develop a higher level of language proficiency by allowing them to enroll in more language courses than possible if they were taking all their education courses along with their language courses.

The profession feels strongly that teachers need to obtain a greater level of proficiency while at the undergraduate level. Beginning teachers should be able to listen, speak, read, write, and understand the target culture at the superior level of the ACTFL scale,[3] according to foreign language educator Wilga Rivers (Rehorick, 1990, p.287). Other changes in recent years in professional education include: (1) the amount of time devoted to clinical experience [prospective teachers are now required to spend more time observing classes and practice teaching than before (Phillips, p.15)] and (2) the testing of teachers' language competence, using a variety of means, by many states.

Since teacher certification, licensure, and credentialing is done on a state by state basis, there is a great variety of requirements across the U.S. and it is difficult to present a coherent national picture. Some states offer credentials by level (elementary or secondary school) and teachers receive a subject matter (foreign language) endorsement. Others offer grades 7-12, 9-12, or K-12 foreign language credentialing, tied into the certification programs offered at the state teacher training institutions.

Unlike in the past, most states no longer certify teachers "for life," and teachers must go through recertification procedures on a regular basis (including such activities as attending sessions at language conferences, participating in study abroad programs, attending in-service workshops, etc.).

Teacher supply/teacher shortage

All evidence points to an increasingly veteran teaching force in U.S. schools. In a sample of language teachers in one state, Massachusetts, nearly half of the language teachers range in age from 41-50. Another one-in-four-members of the sample is older than age 50 (Wolf & Riordan, 1991, p.477). A significant number of language teachers in Massachusetts and the rest of the country will retire in the next twenty years. With the number of people entering the foreign language teaching field not equaling the demand (especially for Spanish), educators predict that the departure rate may exceed the replacement rate by the end of the decade.

In a national survey of the state foreign language coordinators, those who are in the best position to monitor statewide problems in foreign language supply and demand, over half (57%) noted a shortage of language teachers at one level or another (Draper 1991, p.264). Almost seventy percent of the states predicted shortages, with several respondents noting that the most severe shortages will probably occur toward the end of the decade [by the year 2000]. Pesola describes a severe shortage of teachers with

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[2] Personal communication with Dorothy Stewart at the Educational Resources Information Center (ERIC) Clearinghouse on Teacher Education, April 17, 1995.

[3]The "ACTFL scale" refers to the language proficiency guidelines designed to be used in secondary schools and colleges, jointly developed by the American Council on the Teaching of Foreign Languages (ACTFL), the Educational Testing Service (ETS), and the Federal Interagency Language Roundtable.

appropriate background and preparation for teaching languages in grades K-8 as a result of the rapid growth in the number of elementary school foreign language programs (Pesola, p.3). A national study of teacher supply and demand reports that there is an undersupply of French, German, Spanish, and "other language" teachers, with the biggest shortage in Spanish and other languages (Moody and Christoff, 1992).

Addressing the Teacher Shortage

The most common way of obtaining additional teachers for the foreign language classroom appears to be "alternate" certification. Half of the states have designed alternative routes to certification to attract the traditional liberal arts major into teaching (Phillips, p.13). While varying from state to state, these certification programs allow a non-certified individual, or a teacher certified in another academic area, to begin teaching a foreign language while pursuing a course of study to obtain proper certification (Draper 1991, p.265). In the state of Texas, for example, of the 1780 French, German, Latin and Spanish teachers who were state certified between 1992 and 1995, 3% went through the alternate route, 11% were certified by examination, and 86% received certification through a university-based program.

A number of states with extensive elementary school programs (e.g., Georgia, North Carolina) have changed their certification guidelines so that universities with undergraduate teacher-preparation programs in foreign languages now offer K-12 certificates instead of the previous 7-12 or 9-12 (Pesola, p.3). This allows currently certified teachers to fill in some of the vacancies at the elementary level.

Draper reports that recruitment incentives are offered in twenty-six of the states that responded to her national survey. These include loan forgiveness programs, tuition reimbursement, scholarships, etc. Twenty-one percent of the responding states recruit teachers from abroad, from such countries as Argentina, Bolivia, Belgium, Canada, China, Germany, France, Mexico, the former Soviet Union, and Taiwan.

Technology is being used increasingly in foreign language instruction (in 38% of the states) as a way to curtail teacher shortages. Especially in rural areas, various forms of distance learning, such as foreign language instruction by satellite, are being used. Distance learning is used frequently for less commonly taught language instruction and is used extensively in Japanese high school programs.

Although most educators agree that there is a teacher shortage, some are not addressing the issue directly by trying to obtain more teachers, but rather are encouraging students to adjust to courses that can be taught by currently available teachers. For example, many school administrators are dealing with the shortage of language teachers by making class sizes larger or asking students to study other languages where there is a greater supply of teachers. The end result is that there are fewer options available to students and the choice of which language to study is often dictated by the availability of specific language teachers.

Focus on Japanese Teacher Shortage

There is currently a major shortage of elementary and secondary Japanese teachers, according to the National Council of Secondary Teachers of Japanese.[4] The major problem is that there are no clear-cut state guidelines for credentialing Japanese teachers. The problem is especially severe for native speakers. It is very difficult for

[4] Personal communication with National Council on Secondary Teachers of Japanese President Norman Masuda, April 11, 1995.

native speakers to get teaching credentials in the U.S. if their undergraduate course work was completed in another country, since many of the credits do not transfer.

There are two states that are addressing the issue and are serving as models for Japanese teacher credentialing. In Texas, the University of Texas at Austin and the Texas Education Agency are working jointly to set up a credentialing program for Japanese teachers. In North Carolina, the University of North Carolina-Chapel Hill is starting a K-12 teacher training program for Japanese teachers (through funding from the National Endowment for the Humanities). The School of Education and the College of Arts and Sciences are jointly coordinating this certification program (the first in the country for K-12 Japanese certification), to begin in the fall of 1996.

3. *Please provide the following information about (i) the agencies, (e.g. information centres, bureaux for international links), (ii) the associations, including international groups operating within your country, (iii) in-service or materials development projects, which support the professional development of teachers:*

- *the name of the agency, association or activity*
- *the number of teachers who benefit from, or who are involved in each*
- *the frequency with which teachers are likely to be involved with each*
- *a characterisation of the type of activity represented by each, indicating if it is language specific or general*

Please include those which provide significant support, up to a maximum of 10 in each of the three categories. Organize the information under the headings: Agencies, Associations, and Development Projects; and number each entry. Complete each entry using the following headings:

Name:
Number of teachers:
Frequency:
Character:

Comments:

State foreign language associations are responsible for much of the inservice training available to foreign language teachers. Additionally, 67% of states reported state or federally-funded programs in 1989 for foreign language teachers in their state (Draper 1989, p.265). In the past, Title II of the Education for Economic Security Act (EESA) has been responsible for much of the teacher training at the state level, with 48% of states using these funds for such things as textbook adaptation, summer immersion institutes, study abroad programs, training in the oral proficiency interview, and methodology workshops. In general, opportunities for upgrading teaching skills seem to be more readily available than those for upgrading language skills (Draper 1989, p.265).

3.i. Agencies

1. **Name:** Center for Applied Linguistics (CAL)
Number of teachers: Varies (not a membership organization)
Frequency: Foreign language teachers benefit from CAL workshops, publications, and research on a continuing basis.
Character: Develops solutions to and conducts research on contemporary language-related issues, particularly those that pertain to schools. Develops language curricula, materials, assessment instruments and software. Conducts national foreign language surveys. Disseminates information on a number of language-related topics. The ERIC Clearinghouse on Languages and Linguistics described below is also housed at CAL.

2. **Name:** Educational Resources Information Center (ERIC)
Number of teachers: Not a membership organization. In the past year, ERIC responded to 115,000 requests for information. Figures on how many of the requests were made by teachers are not available.
Frequency: ERIC receives many requests for information every day in person and by phone, mail, and the Internet.
Character: ERIC is a federally-funded, nationwide information network designed to provide the public with access to education literature. The ERIC Clearinghouse on Languages and Linguistics, one of 16 clearinghouses nationwide and housed at CAL, disseminates information to the general public and at conferences on issues related to foreign language instruction, English as a second language, and bilingual education, among other topics.

3. **Name:** Joint National Committee for Languages (JNCL)/National Council for Languages and International Studies (NCLIS)
Number of teachers: Teachers are not direct members of JNCL; it is comprised of member organizations, many of which concern teachers. These include, among others, the American Association of Teachers of French, the American Association of Teachers of German, and the American Association of Teachers of Spanish and Portuguese.
Frequency: Annual meeting and conference presentations.
Character: Provides a "forum for cooperation and discussion among language professionals." Makes recommendations concerning national language policies. NCLIS lobbies the Congress of the United States.

4. **Name:** National Foreign Language Center
Number of teachers: Varies (not a membership organization)
Frequency: Provides research opportunities through a resident fellowship program. Foreign language teachers benefit from NFLC workshops, publications and research on a continuing basis.
Character: Serves as a resource center to improve the capacity of teaching and learning foreign languages effectively. Emphasizes the formulation of public policy to make language teaching systems responsive to national needs.

5. **Name:** National Foreign Language Resource Centers: University of Hawaii, Ohio State University, Iowa State University/CAL, Georgetown University/CAL, San Diego State University, University of Minnesota.
Number of teachers: These are not membership organizations, but all provide information and training to foreign language teachers.
Frequency: Through their research (which may include surveys), publications, and services, these centers encourage extensive contact with teachers.
Character: Although the specific foci of the centers vary slightly, all of these federally-funded foreign language centers seek to provide services to teachers of a number of foreign languages, and improve the quality of language instruction through research, training, and information dissemination.

3.ii. Organizations

1. **Name:** Academic Alliances in Foreign Languages and Literatures
Number of teachers: 6,000 members
Frequency: This organization facititates contacts between alliances rather than individuals.
Character: This organization facilitates the establishment of local alliances or collaborative groups of school and college teachers of modern and classical languages and literatures. It provides information on how to start and sustain an alliance, arrangement of communication between alliances, and all foreign language collaboratives.

2. **Name:** Advocates for Language Learning (ALL)
Number of teachers: 550 members as well as teachers who benefit from attending networking sessions
Frequency: ALL holds annual conferences.
Character: ALL's purpose is to network and provide support and advocacy for parents and educators concerned with second language learning, especially in the early grades.

3. **Name:** Alliance Française
Number of teachers: 9,000 members
Frequency: varies; resources/activities include library, French film program, lectures on France, French language courses
Character: This organization's purpose is to promote French language and culture.

4. **Name:** American Association of Teachers of Arabic
Number of Teachers: 200 members
Frequency: In addition to an annual meeting; members receive newsletter and may participate in annual translation contest.
Character: Seeks to enhance the study, criticism and research in Arabic language, literature, and linguistics.

5. **Name:** American Association of Teachers of French
Number of teachers: 11,000 members (assists 200 teachers directly each year)
Frequency: Besides an annual meeting, the association offers the following opportunities for contact: summer scholarships for teachers; group insurance; French Honor Society; National French Contest; commission on French in the elementary school; proficiency standards for French teachers; job placement and other services.

Character: Represents the French language in North America; encourages the dissemination of knowledge concerning all aspects of the culture and civilization of France and the French-speaking world; supports projects that promote the French language and literature. Assists teachers in upgrading skills or methods through short term workshops.

6. **Name:** American Association of Teachers of German, Inc.
Number of teachers: 7,400 members
Frequency: Members have the possiblity of participating in meetings, seminars, the Kinder Lernen Deutsch program, audiovisual media center, national testing program, national honor society, teacher inservice training, homestay programs, job placement, and receiving publications.
Character: Has as its purpose to advance and improve the teaching of the language, literature, and culture of German-speaking countries.

7. **Name:** American Association of Teachers of Italian
Number of teachers: 1,100 members
Frequency: This association has an annual meeting and publications.
Character: Fosters the study of the language, literature, and culture of Italy.

8. **Name:** American Association of Teachers of Spanish and Portuguese, Inc.
Number of teachers: 13,000 members
Frequency: This association reaches out to its members through annual meetings, career information, culture units for teachers, National Spanish Examinations contest, outreach program, pedagogical consulting, job placement, and an honor society.
Character: Seeks to advance the study of Hispanic and Luso-Brazilian languages and literatures.

9. **Name:** American Council on the Teaching of Foreign Languages (ACTFL)
Number of teachers: 6,000 members as well as teachers who benefit from attending the numerous workshops and annual meetings.
Frequency: Opportunities for contact are many due to annual meetings, workshop programs, and awards for leadership in the field.
Character: This organization promotes and improves second language education in the United States through its publications, professional development program, workshops and annual meeting.

10. **Name:** Association of Teachers of Japanese
Number of teachers: 1,123 members
Frequency: Through its publications, information and job placement services, this association provides opportunities for contact from teachers.
Character: Promotes and encourages cooperation among scholars, teachers, and students of Japanese language, literature, and linguistics.

11. **Name:** Chinese Language Teachers Association
Number of teachers: 610 members
Frequency: Varies; annual convention and publications are available to members
Character: This association seeks to advance and improve the teaching of Chinese.

12. **Name:** Goethe House New York
Number of teachers: This is not a membership organization, but many teachers are assisted each year through its various services.

Frequency: Varies; services include information services, German language instruction, refresher courses for teachers, regional offices, library, films, exhibits, cultural activities.
Character: This organization which is funded through the German government, has as its purpose to teach German language and culture and to promote international cultural cooperation.

13. **Name:** Japan Foundation Language Center
Number of teachers: varies (this is not a membership organization)
Frequency: Through its exchange programs, support of Japanese studies programs, publication and distribution of materials presenting Japanese culture abroad, this organization offers a number of opportunities for contact with teachers.
Character: This organization is funded by the Japanese government and promotes international cultural exchange and mutual understanding between Japan and other countries.

14. **Name:** Modern Language Association
Number of teachers: 30,000 members (no breakdown available for K-12 teachers)
Frequency: Annual conference, job placement, meetings, newsletter, journal, and other publications
Character: Seeks to advance the study of language and literature and the scholarly and professional interests of educators.

15. **Name:** National Association for Asian and Pacific American Education
Number of teachers: 500 members
Frequency: Varies; activities/services include conferences, newsletter, research reports.
Character: Seeks to increase public awareness of Asian- and Pacific-American (APA) educational concerns and needs; to advocate educational programs and policies that meet the needs of APA students; to promote the inclusion of APA culture and history in the school curriculum.

16. **Name:** National Association of District Supervisors of Foreign Languages
Number of teachers: not a membership organization for teachers; 127 school district foreign language supervisors are members
Frequency: Annual meeting at ACTFL conference
Character: members address issues that are relevant to foreign language programs in all school districts.

17. **Name:** National Council of Secondary Teachers of Japanese
Number of teachers: 600 members
Frequency: Offers numerous contact opportunities through conferences, meetings, and its quarterly newsletter.
Character: The National Council of Secondary Teachers of Japanese is an organization of persons interested in the promotion and development of Japanese-language teaching at the secondary level in the United States. It has been in existence for only three years but in that time has gained the support of 600+ members, the majority of whom belong to one of their 15 state or regional affiliates. This council is affiliated with ATJ (Association of Teachers of Japanese) and with ACTFL (American Council on the Teaching of Foreign Languages). Sixteen standing committees carry forth the board's vision for the future.

18. **Name:** National Council of State Supervisors of Foreign Languages
Number of teachers: A membership organization for 89 state supervisors of foreign languages as well as other language professionals
Frequency: Annual meeting at ACTFL conference
Character: Provides a forum to discuss state foreign language issues.

19. **Name:** National Network for Early Language Learning
Number of teachers: 550 members
Frequency: Varies; offers networking sessions for teachers at local, regional, and national conferences; publishes journal three times a year.
Character: This organization seeks to facilitate communication and provide information that will improve public awareness and support for early start, long sequence (K - 12) foreign language programs.

20. **Name:** State foreign language organizations
Number of teachers: varies
Frequency: These organizations offer workshops, conferences, and other services to their members.
Character: Almost every state has a foreign language association whose purpose is to promote and assist the teaching of foreign languages in their state.

3.iii. In-service or Materials Development Projects

1. **Name:** California Foreign Language Project
Number of teachers: hundreds of teachers at 11 regional sites throughout the state
Frequency: Year-round professional development programs for teachers, including intensive summer institutes and follow-up sessions during the school year
Character: Addresses the challenge of promoting long-lasting reform through a number of professional development programs that bring teachers together over time, expose them to the continuing developments in the field, and engage them in systematic, in-depth, and continuous experiences that promote the best instructional practices.

2. **Name:** Conferences (national and regional):
- ACTFL (American Council on the Teaching of Foreign Languages)
- ALL (Advocates for Language Learning)
- Central States Conference on Language Teaching
- MLA (Modern Language Association)
- Northeast Conference on the Teaching of Foreign Languages
- PNCFL (Pacific Northwest Council on Foreign Languages)
- SCOLT (Southern Conference on Language Teaching)
- SLAC (Second/Foreign Language Acquistion by Children Conference)
- SWCOLT (Southwest Conference on Language Teaching)

Number of teachers: Over 20,000 per year.
Frequency: Most conferences meet on an annual basis.
Character: Conferences provide workshops, intensive pre-conference institutes, and various educational seminars on topics of interest to foreign language teachers.

3. **Name:** Summer institutes at colleges and universities
Number of teachers: Varies.
Frequency: Every summer institutes are offered at colleges and universities to foreign language teachers.
Character: These institutes, which are held at colleges and universities throughout the United States, offer opportunities for teachers to train in or refresh their knowledge of the foreign language.

4. *If you have any other significant comments on language teaching and professional support in your country, please add them on a separate sheet.*

None.

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ESL Addendum
IEA National Profile

This Addendum consists of the relevant questions from the Supplement and Sections C, D, and E of the National Profiles Enquiry Form, with answers describing the state of ESL teaching.

All section headings and questions, as well as the format and text of tables, the text of questions, directions, etc. are taken directly from the National Profiles Enquiry Form, and are in italics. CAL's responses are in plain type.

Sections A and B, and Questions 1 - 4 of Section C, describe the uses of foreign languages in American society, and are therefore not relevant to this Addendum.

Supplement

Table S.1 Languages taught as a subject

Country: **United States**
Education system as a whole_____
Subsystem of education (please specify) **ESL** (English as a Second Language)
Language taught as subject: **ENGLISH**

Row No.	Grade level	Modal age	No. students enrolled	% students taught lg.	Modal no. minutes	Max no. minutes	Min. no. minutes
15	NAp*	NAp	NAp	NAp	NAp	NAp	NAp
14	NAp	NAp	NAp	NAp	NAp	NAp	NAp
13	NAp	NAp	NAp	NAp	NAp	NAp	NAp
12	12th	17	2,432,000		213	223	200
11	11th	16	2,656,000		213	223	200
10	10th	15	3,028,000		213	223	200
9	9th	14	3,352,000		213	223	200
8	8th	13	3,128,000	4.01%†	213	223	200
7	7th	12	3,299,000		213	223	200
6	6th	11	3,303,000		175	275	75
5	5th	10	3,326,000		175	275	75
4	4th	9	3,342,000		175	275	75
3	3rd	8	3,362,000		175	275	75
2	2nd	7	3,431,000		175	275	75
1	1st	6	3,542,000		175	275	75

* NAp = not applicable
† Please see Notes following Tables S.1 and S.2 for an explanation of the percentages given.

Table S.2 Languages taught as medium of instruction

Country: **United States**
Education system as a whole_____
Subsystem of education (please specify)**ESL** (English as a Second Language)
Language taught as subject: **ENGLISH**

Row No.	Grade level	Modal age	No. students enrolled	% students taught in lg.	Modal no. minutes	Max no. minutes	Min. no. minutes
15	NAp*	NAp	NAp	NAp	NAp	NAp	NAp
14	NAp	NAp	NAp	NAp	NAp	NAp	NAp
13	NAp	NAp	NAp	NAp	NAp	NAp	NAp
12	12th	17	2,432,000		487	500	475
11	11th	16	2,656,000		487	500	475
10	10th	15	3,028,000		487	500	475
9	9th	14	3,352,000		487	500	475
8	8th	13	3,128,000	100%†	487	500	475
7	7th	12	3,299,000		487	500	475
6	6th	11	3,303,000		1398	1690	805
5	5th	10	3,326,000		1398	1690	805
4	4th	9	3,342,000		1398	1690	805
3	3rd	8	3,362,000		1398	1690	805
2	2nd	7	3,431,000		1398	1690	805
1	1st	6	3,542,000		1398	1690	805

* NAp = not applicable
† Please see Notes following Tables S.1 and S.2 for an explanation of the percentages given.

Notes to Supplement Tables S.1 and S.2

1. Sources for figures are given in the Bibliography. All figures are for the 1991-2 school year. A breakdown of ESL enrollment figures by level or by grade is unavailable; in general, however, the vast majority of ESL students are in elementary school.

2. The enrollment figures include students in ESL (i.e., those who have special ESL classes but spend the rest of their day in English-medium classes), and students in bilingual education programs (i.e., those who attend content classes taught in their native languages). The vast majority of bilingual education programs are on the elementary level, and many of them phase students into English-medium instruction by the upper elementary grades.

3. All students in ESL classes, i.e., students who do not speak English natively, have been listed as being taught in English. ESL students typically spend their school day in English-medium classes, except for their ESL classes; and even students in the early grades of bilingual education programs will participate in English-medium classes at least one or two hours per day.

Section C - Language Policy

Policy on language curricula

5.(i) *Please provide an indication of the nature of your country's policy on language education by ticking those items below which are included in explicit detail in curriculum policy documents. If there are no policy documents, answer question 5(ii) as fully as possible.*

For English as a Second Language:

Aims and objectives:
- Prescribed standards of attainment __x__
- Language awareness/comparison _____
- Cultural/intercultural awareness __x__

Knowledge/Content

Prescribed topics	_____	Listening	_____
Reading	_____	Grammar	_____
Writing	_____	Vocabulary	_____
Speaking	_____	Skills/Functions	_____

Program Delivery
- Instructional methods _____
- Sequencing of instruction _____
- Teaching materials _____
- Allocation of time _____
- Formal contacts or exchange/travel programs with other countries _____

Evaluation:
- External assessment of proficiency _____
- School-based assessment of proficiency _____
- Evaluation of curricula _____

5.(ii) *Please give any clarification needed of your answers to 5(i) above. Explain if policy elaborates any of the items in detail, and if there are variations within the national system, or within language regions. Provide a comment also if answers to individual items require qualification or expansion. If there are no policy documents, please describe how any policy which might presently be under development, or how less formal arrangements among language educators relate to the items listed. A final comment should describe briefly the relationship of any formal policy and school practice, in particular, how closely policy is reflected in practice.*

General: States operate within the context of the bilingual education provisions of the Elementary and Secondary Education Act and its subsequent legislation, and individual state policies.

Aims and objectives: A task force of Teachers of English to Speakers of Other Languages (TESOL), the professional association of such teachers, is developing national standards for English as a second language. These standards will provide the framework for helping students who have limited proficiency in English attain the general educational standards expected of all students in the United States. The current draft of the standards includes the following three goals for students who have limited proficiency in English:

- To use English to communicate in social settings
- To use English to achieve academically in all content areas
- To use English in socially and culturally appropriate ways

The task force is identifying specific standards under each of the goals, along with descriptors and performance indicators. When the standards are completed, TESOL will encourage their use and adaptation by states and local educational agencies.

Knowledge/Content: Emphasis is on integration of the communication skills.

Program delivery: Instructional methods include a wide range, including the following:

- no special attention
- content-based English as a Second Language instruction (often taught by a language teacher)
- sheltered instruction (often taught by a subject content teacher, with adaptations for language)
- integrative language and content instruction
- literature-based instruction, with integrative skill practice

Sequence and kinds of classes vary from school to school. Allocation of time varies from 30 minutes a week, to all classes a day.

There is a growing interest on the part of commercial publishers to develop appropriate materials, although much of the content-based instruction is still developed by individual teachers.

Evaluation: There is some external evaluation, used mainly for placement, rather than for monitoring progress through levels of proficiency. Most of the evaluation is school-based, and is used to make decisions about class placement including exiting to mainstream classes. Some states have evaluated their curricula.

6. *Please estimate how much importance policy on school language learning attaches to: (please tick)*

	Highest Priority	Some importance	Little or no importance
Languages for oral communication?	√		
Languages for written communication?	√		
Languages for (inter) cultural understanding?		√	
Languages for present/future academic study?	√		
Languages for work?		√	
Languages for leisure or travel?			√

Section D - Language Curriculum and Assessment

Teaching Materials

1. *For each language, taught as a subject within the education system to a minimum of five per cent of the students, at the grade level of population A, (or perhaps fewer if concentrated in significant groupings), please identify the FIVE textbooks or courses most commonly in use in schools. Please complete the information, giving the author, publisher, the year of publication and the percentage of schools using each title, for populations A and B if appropriate, according to the format set out below:*

Table D.1. Most commonly used textbooks

Language: **ENGLISH AS A SECOND LANGUAGE**

Population: **AB**

Titles:
1. *Voices in Literature*
2. *Building Bridges*
3. *Composition Practice*
4. *Exploring Themes*
5. *New Oxford Picture Dictionary*

Title	Author	Publisher	Year of publication	% of schools using text
1.	McCloskey and Stack	Heinle and Heinle	1992	Not available
2.	Chamot, et al.	Heinle and Heinle	1992	Not available
3.	Blanton	Heinle and Heinle	1989	Not available
4.	Richard-Amato	Longman	1993	Not available
5.	Oxford U. Press	Oxford U. Press	1988	Not available

Sources:
Judy Schilling, Director of International Newcomer Center, Norcross, GA, and chair of TESOL's Secondary Education SIG

Comments:
a. The emphases shown in the table reflect the fact that although many of the ESL students in American secondary schools are relatively fluent in oral English, they lack reading and writing skills.

2. *In the textbooks most commonly used, how much importance would you say is paid to the following aspects of language learning? (please tick)*

Table D.2 Content of textbooks

Aspect of Learning	Much importance	Some importance	Little importance
reading skill		x	
writing skill	x		
listening skill			x
speaking skill	x		
spoken transactions		x	
role play			x
conversation		x	
vocabulary	x		
grammar			x
translation			x
communication strategies			x
learning strategies		x	
other: culture		x	
other: areas speaking the language			x

Source:
Judy Schilling, Director of International Newcomer Center, Norcross, GA, and chair of TESOL's Secondary Education SIG

Comment:
The emphases shown in the table reflect the fact that many of the ESL students in American secondary schools are relatively fluent in oral English, but are lacking in reading and writing skills.

3. The most commonly used course materials usually consist of: (tick all that apply)

student's textbook	x
exercise book	x
teacher's guide	x
grammar manual	x
audio cassettes	x
video cassettes	x
other:	realia, magazines, etc.

Source:
Judy Schilling, Director of International Newcomer Center, Norcross, GA, and chair of TESOL's Secondary Education SIG

Section E - Language Teaching and Professional Support

1. *Please provide the following information, using the most recent data available, about teachers of languages in primary, lower secondary and upper secondary schools. Complete the table for each language taught as a subject within mainstream schools to a minimum of 5 per cent of students in the final year of compulsory education (or perhaps fewer if concentrated in significant groupings). To assist interpretation of the figures please provide a separate comment if possible to indicate approximately what proportions represent (i) full-time teachers of the language, (ii) teachers of the language and another language, and (iii) teachers of the language and another subject.*

- *FTE language teachers as a proportion of all teachers in each stage*
- *the proportion of language teachers in each stage having the qualifications listed. Please indicate also in your comments those qualifications which are a minimum requirement for tenured teachers in each stage*
- *an estimate of the proportion of language teachers in each stage who have followed a summer course or spent an academic term/semester, as part of their training, in a country of the target language. Please distinguish figures for compulsory element of training and optional.*

Table E1. Background of language teachers

Country:	**USA**		
Language:	**ENGLISH AS A SECOND LANGUAGE**		
Language teachers	per cent Primary	per cent Lower Secondary	per cent Upper Secondary
Proportion of all teachers	1.2%	1%	1%
Qualifications:			
Academic only	NAp*	NAp	NAp
Professional only	NAp	NAp	NAp
Academic and Professional	99%	99%	99%
No formal qualifications	NAp	NAp	NAp
Native Speakers:			
Qualified	99%	99%	99%
Non-qualified	NAp	NAp	NAp
Time abroad as:			
Compulsory part	NAp	NAp	NAp
Optional part	NAp	NAp	NAp

*NAp = not applicable

Sources: Fleischman, H. & P. Hopstock. (1993). *Descriptive Study of Services to Limited English Proficient Students.* Arlington, VA: Development Associates, Inc.

Comments:
a. The numbers and percentages of ESL teachers listed in the attached chart are not as straightforward as they appear. It is important to note that the figures are based on a non-governmental survey of public school teachers (Fleischman and Hopstock, 1993) and are weighted to be nationally representative. Consequently, the numbers are estimates. The data are from 1993 and represent the most recent data available on numbers of ESL teachers in the United States. The National Center for Education Statistics, which is a division of the United States Department of Education, maintains many types of education statistics, but unfortunately does not have any figures for ESL teachers more recent than 1987.

Of the total number of ESL teachers (N=30,259), 8.3 percent are considered to be multilevel, i.e., teach in more than one grade level. This information is not contained in the attached chart because there is no space for such a designation.

The total number of ESL teachers is based on five categories of ESL teachers, represented in the following table:

Categories	Elementary	Middle	High	Multi-level	Total
Number of Teachers	180,734	64,179	89,314	30,259	364,485
Main classroom teachers serving primarily LEP students	21.5%	10.9%	14.3%	21.8%	17.9%
Main classroom teachers serving some LEP students	60.6%	71.6%	73.3%	60.3%	65.7%
Single or multiple-period or pull-out ESL teachers	8.2%	6.3%	5.4%	5.7%	7.0%
Other single or multiple-period class or pull-out teachers serving primarily LEP students	1.9%	2.1%	1.7%	2.9%	2.0%
Other single or multiple-period class or pull-out teachers serving some LEP students	7.8%	9.1%	5.2%	9.2%	7.5%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Source:
Fleischman, H. & Hopstock, P. (1993). *Descriptive Study of Services to Limited English Proficient Students.* Arlington, VA: Development Associates, Inc.

The percentages of ESL teachers included in the chart pertain only to single or multiple period or pull-out ESL teachers. It is important to take all of the teacher categories into account, however, to obtain an accurate profile of ESL teachers in the United States. For example, when one considers the fact that 65.7 percent of regular classroom teachers serve some LEP (limited English proficient) students, the full extent of ESL education in the United States becomes more apparent.

b. There are no data available indicating what percentage of ESL teachers are FTE.

c. Because all public school teachers in the United States must be certified by the states in which they teach (most typically through a bachelor's or master's degree program), there is no distinction between professional and academic qualifications.

d. Some schools employ paraprofessionals who speak languages that certified teachers do not, thereby better serving particular student populations.

e. ESL teachers are not required by state credentialing boards to spend time abroad during their training.

2. *Please give a brief account of the situation in your country with regard to the training of language teachers, indicating how qualifications are obtained, and referring to the question of teacher supply, indicating if and why there may be shortages.*

According to the most recent *Directory of Professional Preparation Programs in TESOL in the United States* (Teachers of English to Speakers of Other Languages, 1992, pp. 216-225), 39 out of 47 officials in state departments of education that responded to questionnaires indicated that their states provide endorsement, certification, licensure, or validation in Teaching English to Speakers of Other Languages (TESOL). Nineteen states offer endorsement, 14 offer certification, 4 offer licensure, 1 offers validation, and one state was not specific about the nature of its offerings.

The requirements for obtaining such credentials vary greatly from state to state. Obtaining certification in TESOL is like obtaining certification in any other subject area. Students must take a variety of courses in many aspects of education and in the particular area in which they wish to specialize. In most cases students also are required to complete a teacher training assignment in a local school. TESOL endorsement, licensure, and validation are obtained as additional credentials by those who already are certified in a variety of subject areas.

Most teachers who primarily serve LEP (limited English proficient) students (those who do not speak English as a first language) do have some form of LEP certification. According to a study by Fleischman and Hopstock (1993, p. 159), 8.5 percent of all classroom teachers are what the authors refer to as "LEP certified." Those teachers who are not LEP certified have certification in other subject areas.

There are conflicting views about shortages of ESL teachers in the United States. According to TESOL, a member-based organization for teachers and researchers, there is currently no shortage of ESL teachers in the United States, but rural areas do have a more difficult time finding qualified ESL teachers (T. O'Donnell, personal communication, 1995). D. Short (Center for Applied Linguistics, personal communication, 1995) believes that some urban areas are experiencing a shortage.

3. *Please provide the following information about (i) the agencies, (e.g. information centres, bureaux for international links), (ii) the associations, including international groups operating within your country, (iii) in-service or materials development projects, which support the professional development of teachers:*

- *the name of the agency, association or activity*
- *the number of teachers who benefit from, or who are involved in each*
- *the frequency with which teachers are likely to be involved with each*
- *a characterisation of the type of activity represented by each, indicating if it is language specific or general*

Please include those which provide significant support, up to a maximum of 10 in each of the three categories. Organize the information under the headings: Agencies, Associations, and Development Projects; and number each entry. Complete each entry using the following headings:

Name:
Number of teachers:
Frequency:
Character:

3.i. Agencies

Name: Center for Applied Linguistics (CAL)
Number of Teachers: Not a membership organization.
Frequency: ESL teachers benefit from CAL workshops, publications, and research on a continual basis.
Character: Develops solutions to and conducts research on contemporary language-related issues, particularly those that pertain to schools. Disseminates information on a number of language-related topics. The National Clearinghouse on Literacy Education and the ERIC Clearinghouse on Languages and Linguistics are also housed at CAL. These two organizations disseminate information to the general public and at conferences.

Name: Educational Resources Information Center (ERIC)
Number of Teachers: Not a membership organization. In the past year, ERIC responded to 115,000 requests for information. Figures on how many were teachers are not available.
Frequency: ERIC receives many requests for information every day in person and by phone, mail, and the Internet.
Character: ERIC is a federally funded, nationwide information network designed to provide the public with access to education literature. The ERIC Clearinghouse on Languages and Linguistics, one of 16 clearinghouses nationwide and housed at CAL, provides the public with information relating to language and education.

Name: Joint National Committee for Languages (JNCL)/National Council for Language and International Studies (NCLIS)
Number of Teachers: Teachers are not direct members of JNCL because it is comprised of member organizations, many of which serve teachers. These include, among others, the National Association of Bilingual Education (NABE) and Teachers of English to Speakers of Other languages (TESOL).
Frequency: Annual meeting and conference presentations.
Character: Provides a "forum for cooperation and discussion among language professionals." Makes recommendations concerning national language policies. NCLIS lobbies the Congress of the United States.

Name: National Clearinghouse for Bilingual Education (NCBE)
Number of Teachers: Not a membership organization. Served about 4,250 teachers in 1994.
Frequency: NCBE receives many requests for information every day.
Character: NCBE disseminates information on teaching language minority students in the form of papers and booklets, and via the Internet.

Name: National Center for Research on Cultural Diversity and Second Language Learning (NCRCDSLL)
Number of Teachers: Not a membership organization. Teachers participate in some projects and are on a mailing list to receive newsletter and information about publications.
Frequency: NCRCDSLL periodically sponsors workshops and meetings for educators involved in ESL and bilingual education. Teachers also call for information on a variety of issues related to the education of language minority students.
Character: Conducts research on a variety of issues that pertain to the education of language minority and culturally diverse students. NCRCDSLL disseminates information through many types of publications.

Name: Regional Educational Laboratories (RELs)
Number of Teachers: Not a membership organization.
Frequency: RELs frequently disseminate information and provide training for teachers.
Character: The ten RELs in the United States are federally funded and are charged with helping educators and policy makers solve local education problems through research projects, workshops, and publications.

3.ii Associations

Name: Teachers of English to Speakers of Other Languages (TESOL)
Number of Teachers: Total membership is 19,000. 3,789 members have indicated particular interests in elementary and secondary education.
Frequency: Annual conference and affiliates conferences.
Character: Disseminates information on teaching ESL, training programs for ESL teachers, and standards for ESL education. Also publishes two quarterly journals, a bi-monthly newsletter, as well as journals and newsletters to members of various special interest groups.

Name: Association for Supervision and Curriculum Development
Number of Teachers: Separate figures on teachers unavailable; total number of members is 190,000, which includes supervisors, principals, professors, and school teachers.
Frequency: Annual conference, which draws more than 10,000 participants. Regional institutes are also held during the year.
Character: Disseminates information on curriculum development, instructional strategies, and assessment in the form of periodicals, books, and films.

Name: National Association for Bilingual Education (NABE)
Number of Teachers: Total membership is roughly 3,000; statistics are not available on teacher membership.
Frequency: Annual conference and affiliate conferences throughout the year.
Character: NABE addresses the educational needs of language minority students and their families in the United States through publication of a journal, a newsletter, and policy/advocacy activities.

3.iii In-service or Development Projects

Name: School districts across the United States
Number of Teachers: 2,429,000 ESL teachers.
Frequency: School districts in the United States periodically hold in-service training sessions for teachers on a variety of topics related to ESL education. The frequency varies from district to district.
Character: Districts are responsible for overseeing curriculum development, teacher training, and administration procedures for schools within their jurisdictions.

Bibliography - ESL Addendum

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Personal communications:

- Judy Schilling, International Newcomer Center, Norcross GA, chair of TESOL's Secondary Education Special Interest Group (SIG)
- Deborah Short, Center for Applied Linguistics
- Terry O'Donnell, Teachers of English to Speakers of Other Languages (TESOL)
- Steve Broughman, National Center for Education Statistics
- Beth Schlaline, National Data Resource Center
- Annette Zehler, Development Associates, Inc.
- Craig Packard, Educational Resources Information Center: Clearinghouse on Languages and Linguistics
- Cindy McMillan, Joint National Committee for Languages/ National Council for Languages and International Studies
- Association for Supervision and Curriculum Development
- National Association for Bilingual Education
- National Clearinghouse for Bilingual Education

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